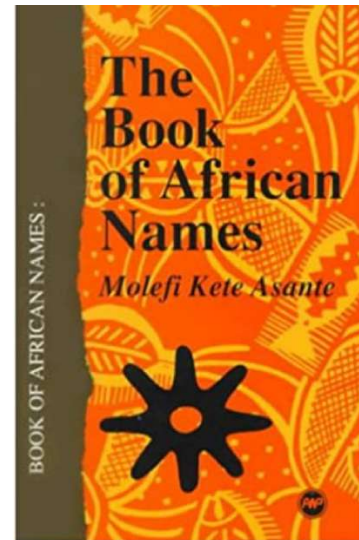


Dr. Asante's Book of African Names

Connect with your roots
(6th Edition)



www.TINYURL.com/SelectYourName30

Sixth Edition

By
Molefi Kete Asante (“protector of traditions”)

Contributor and editor

Maneno Mazuri (“kind words”)

Contributors

Tunu Ijii (“calm in the storm”)

Nguvu Ooto (“strong and honest”)

Lori Aago (“watch over”)

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www.TinyURL.com/SelectYourName30 (free download)

Spread this idea, the list of translated words, the handouts and the lesson plan described here. *Other information (from articles on the Internet) appears here as fair use for educational purposes. **This book is a non-profit venture. Any surplus generated from the sales goes into printing additional copies to give to teachers and schools.***

Learn more from videos by Professor Asante. www.themkainstitute.com/

liberalarts.temple.edu/academics/faculty/kete-asante-molefi tinyurl.com/templemolefi

en.wikipedia.org/wiki/Molefi_Kete_Asante search “wiki molefi asante”



Teachers: Perhaps your lessons already include an **awareness of African culture and contributions.** For every event that we examine, we can ask, “**What is the role of African people in this event?**”

Afrocentricity is a way of re-centering ourselves in the midst of our shared history (...and the Human Genome Project has confirmed that we are ALL Africans, so we share a common history). – Molefi Asante



#Afrocentricity #AfrocentricityInternational #TheMovementwithKmtandKofi

Dr. Molefi Kete Asante: Afrocentricity, Knowledge and Power



Dr. Molefi Kete Asante

Dr. Asante’s interview about Afrocentricity with the Ka Institute

<https://www.instagram.com/themkainstitute/>

<https://twitter.com/TheMKAInstitute>

www.TINYURL.com/WeAreAllAfricansVideo

Write to us at YourExtraName@gmail.com

Acknowledgements

In May 2022, I called Dr. Asante to get permission to issue a book with his name as the author (based on his book about names). He encouraged me to “run with it” and get the idea of “selecting your African name” out there. If you find anything of value in this book, it is due to the support that Dr. Asante gave to this effort.

This book is called “Dr. Asante’s Book of African Names” for two reasons:

- a) **To get the title of *Book of African Names* (1991) back into print.**
- b) **To get your attention.** If this book was called *Select Your African Name* by Maneno Mazuri, many people would have overlooked it. Because this book has Dr. Asante’s name on the cover, some people will give this book greater attention.

Part One: The Book of African Names By Molefi Asante

The idea of selecting an African name is clearly his. His example and his story motivated me and my students to pursue this project. I am grateful that Dr. Asante has allowed me to use his name as author of the first part of this book.

Dr. Asante answered this question in his textbook: *Why do many Black Americans have names like Jackson and Williams and Smith?*

Dr. Asante did not specifically choose the words to be translated for the “select your name” lesson.

Dr. Asante did not select the quotes used to begin this book.

Part Two: What’s next?

By Maneno Mazuri

Reparations

A focus on “being human being”

Why “selecting an African name” might be anti-racist

I have not specifically asked Dr. Asante about the content of Part Two. These are materials that I introduce to my students to invite them to think about the main ideas that Asante and Dove present in *Being Human Being*.

- a) We are 99.9 percent the same (genetically).
- b) Differences exist among humans.
- c) “Such distinctions are more easily explained culturally rather than racially.” Their aim is to “transform the race discourse.”

As editor, I’m responsible for the appearance of this book: punctuation, formatting and the lesson plans with mini-posters. I also added other ways to make “Black History Month” more interesting to teenagers. Part Two builds on Dr. Asante’s work. If you like what you see, then thank Dr. Asante. If you have suggestions for improving any errors of logic or if you want to discuss the evidence presented in Part Two, then contact me: Whatsapp and text 954-646-8246, mynewmethods@gmail.com.

The purpose of this book is to introduce Dr. Asante’s idea of “selecting an African name” to the next generation of students. I need help in improving the design of the lesson plan and in distributing the free ebook. I also need help in designing and promoting the suggested series of posters that could one

day form the core of a traveling museum exhibit.

Let's also highlight the work of two remarkable museums:

The Legacy Museum in Montgomery, AL, with its focus on documenting over 4000 lynchings,

<https://museumandmemorial.eji.org/museum>

America's Black Holocaust Museum, Milwaukee, Wisconsin,
<https://www.abhmuseum.org/>

The next steps in the book (Part Two) highlight topics that my students and I explored after taking on our extra names. We asked, *"How can we go beyond selecting an additional name?"*

The final chapter is based on Ibram X. Kendi's question: "Are you a racist or an anti-racist?" His point is that there is no "non-racist." "I'm not a racist" is not an option: there is no neutral point. If we are not actively working against racism, then we are working for racism. So, ***is it anti-racist to select an African name?***

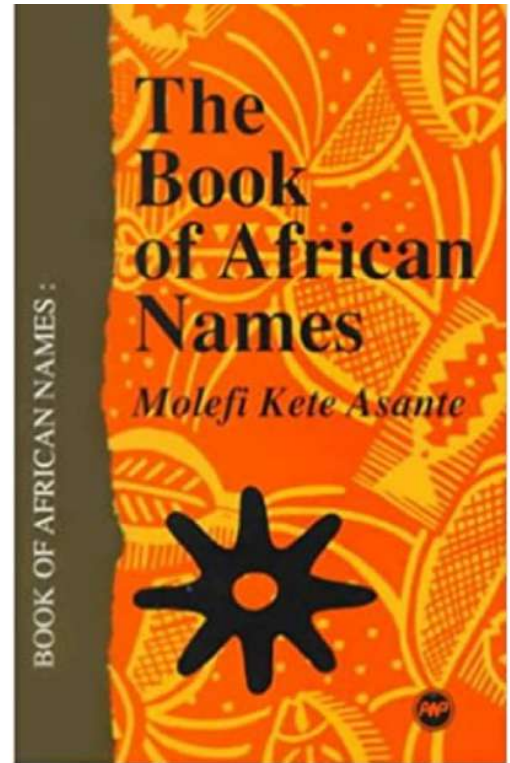
Thank you for spreading this free document.



Abhmuseum.org

James Cameron, Jr., founder of the museum. He survived his lynching in Rosewood, Florida, when a local observer intervened.

Our names are an important part of our identity. They carry deep personal, cultural, familial, and historical connections. Our names also give us a sense of who we are, the communities in which we belong, and our place in the world.



The cover of Dr. Asante's book (1991)

Iman Baobeid

students.ubc.ca/sites/students.ubc.ca/files/Importance_of_Names_Guide_v2.pdf

“A person’s name is to them the sweetest, most important sound in any language.”

Dale Carnegie

How to use this book

Turn to the section of the book's Appendix called "Handouts" (starting at page 59). Distribute the two handouts and go through these three steps:

1. **Ask "What two words describe you?"** *Handout 1* shows a list of adjectives. Show the list to students and ask them to choose two or more words (or a phrase) that describes them.

2. **Translate those words into an African language.**

Handout 2 has the same list of words with at least one African translation.

Why? So that your students will focus first on selecting the words in English, and

then (using *Handout 2*) they can focus on the translations and how they like the sound of the translations.

3. **Hunt for those words in other languages.** *Handout 3* shows an example of how to find an "extra name" by using Google Translate or by searching the web with "the meaning of _____." For example, one student liked the name Dylan and he searched "meaning of Dylan" and found "flow, ocean."

	Swahili	Sotho	Yoruba
Kind	<i>Aina</i>	<i>Mosa</i>	<i>Iru</i>
Strong	<i>Nguvu</i>	<i>Matla</i>	<i>Lagbara</i>
Honest	<i>Mwaminifu</i>	<i>Tspahalang</i>	<i>Ooto</i>
Thank you	<i>Asante</i>	<i>Kea Leboha</i>	<i>e Dupe</i>
Brave	<i>Jasiri</i>	<i>Sebete</i>	<i>Akoni</i>
Deep	<i>Kina</i>	<i>Tebileng</i>	<i>Jin</i>
Helpful	<i>Kusaidia</i>	<i>Thusa</i>	<i>Wulo</i>
Gentle	<i>Mpole</i>	<i>Bonolo</i>	<i>Onirele</i>
Joyful	<i>Furaha</i>	<i>E thabileng</i>	<i>Idunnu</i>
Friendly	<i>Kirafiki</i>	<i>Motsoalle</i>	<i>Ore</i>
Positive	<i>Chanya</i>	<i>E ntle</i>	<i>Rere</i>
Trustworthy	<i>Kuaminika</i>	<i>Botshepehi</i>	<i>Gbẹkẹle</i>
Wise	<i>Hekima</i>	<i>Bohlale</i>	<i>Ogbon</i>
Patient	<i>Mgonjwa</i>	<i>Mamello</i>	<i>Alaisan</i>
Hardworking	<i>Mchapakazi</i>	<i>Khothetse</i>	<i>Alāpọn</i>
Calm	<i>Utulivu</i>	<i>Khutsa</i>	<i>Tunu</i>
Caring	<i>Kujali</i>	<i>Ho tsotella</i>	<i>Abojuto</i>

What is in this document? (Table of Contents)

Part 1: Evidence (why we need African names)

First Quote

1. Show the Malcolm X quote about "we reject the name of the slave master"

Second Quote

2. Molefi Kete Asante's description of how he came to decide to adopt an extra name (and even legally changed his name)



Image by KuroNekoNiyah

Forbidden and forgotten names

3. Census data that shows the number of people who have the surnames of Williams, Jackson, Smith, Jones, and Brown.

People who selected “African names”

4. Molefi Asante is not alone: Stokely Carmichael, Kweisi Mfune (Frizzell Gray)...

Part 2 Lesson Plans

The Method that you might use with teenagers

5. A method about “how to follow the process that Molefi Asante took to select an additional name.” *INCLUDES a list of positive words that we want to build in ourselves.*

NOTE: This method needs to be improved. Tunu Iji (“calm in the storm”) and Nguvu Ooto (“strong and honest”) came up this simpler method:

- a. **Show a list of words in English**
- b. **Ask “What two words describe you?”**
- c. **Show the same list of words with translations in at least two languages.**

This method helped both “Calm in the Storm” and “Strong and Honest” select their names.

You can select an extra name from your culture. Everyone can also choose an “African name,” since “we are all Africans.”

Appendix

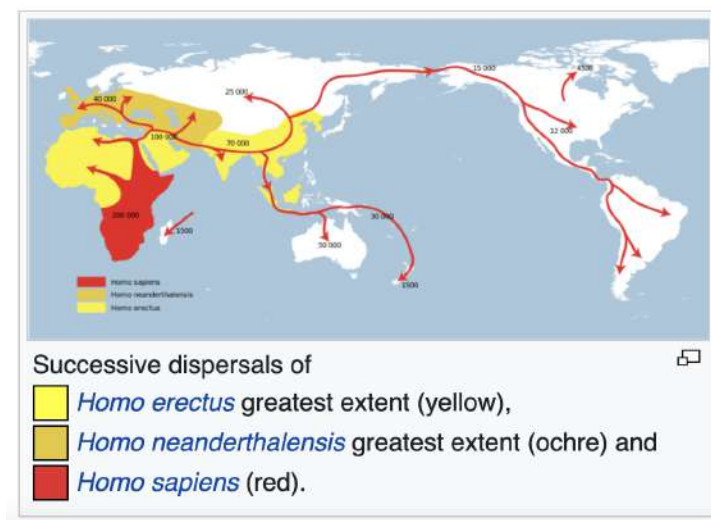
Handouts

Lists of words to describe us

Being Human Being (with posters)

Part 1

Evidence



(Why do we need African names?)

Image by NordNordWest - Spreading homo sapiens ru.svg by Urutseg which based on Spreading homo sapiens.jpg by Altaileopard, Public Domain, see the image in color here:
<https://commons.wikimedia.org/w/index.php?curid=34697001>

1

First Quote

Who said this?

The real names of our people were destroyed during slavery. The last names of my forefathers were taken from them when they were brought to America and made slaves, and then the name of the slave master was given, which we refuse, we reject that name today and refuse it. I never acknowledge it whatsoever.

Who said that? Andrew Young? Jesse Jackson? MLK, Jr.?
John Dingle? Fannie Lou Hamer? Jesse Owens? Vanessa Williams?
Elijah Mohammed? Stokely Carmichael?

The usage of the Swahili term: *Maafa*, “Great Disaster” in English was introduced by Marimba Ani’s 1988 book *Let the Circle Be Unbroken: The Implications of African Spirituality in the Diaspora*. The Maafa represents a way to discuss the historic atrocities and impact of the African Slave Trade.
<https://en.wikipedia.org/wiki/Maafa>

Why did Malcolm



call himself X?

2

Quote by Molefi Asante

Molefi Kete Asante's description of how he came to decide to adopt an extra name (and he even legally changed his name)

Answer to the question on the previous page: Malcolm X (born Malcolm Little), a.k.a. Malik el-Shabazz ("king" and "royal falcon"). Some students at SunFire High School read the quote and said, "That is so true."

I asked a librarian at the University of Ghana whether my book ***The Rhetoric of Black Revolution*** had reached his campus. He replied, "Yes, but I thought the author Arthur Smith was an Englishman." He could not understand how a black person could have an English name. I vowed that I would change my name. The name Arthur L. Smith, Jr., inherited from my father, has been betrayed by the dungeon of my American experience. Soon thereafter I added the name Molefi (which means "**One who gives and keeps the traditions**") to the name that I started with (Arthur Smith).



An Overview of Afrocentricity with Dr Molefi Kete Asante

Excerpt from the quote that appears in

Wikipedia. en.wikipedia.org/wiki/Molefi_Kete_Asante

The poster on the next page uses part of this quote. This poster inspired some students at SunFire High School in Florida to select an extra name from Africa.

The usage of the Swahili term: *Maafa*, "Great Disaster" in English was introduced by Marimba Ani's 1988 book *Let the Circle Be Unbroken: The Implications of African Spirituality in the Diaspora*. The Maafa represents a way to discuss the historic atrocities and impact of the African Slave Trade. <https://en.wikipedia.org/wiki/Maafa>

Find an extra name that fits you



In 1972 I visited the library at the University of Ghana and asked the librarian whether my book *The Rhetoric of Black Revolution* had reached his campus. He replied, "Yes, but I thought the author Arthur Smith was an Englishman." He could not understand how a person with an African phenotype could have an English name. I vowed that I would change my name. The name Arthur L. Smith, Jr. has been betrayed by the dungeon of my American experience. I took the Sotho name Molefi, which means "One who gives and keeps the traditions" and the last name Asante from the Twi language. My father was elated.

Dr. Molefi Kete Asante, Department of Africology, Temple University

- 1: Select words to describe you or what you want to become.
- 2: Look at the areas where your ancestor might have lived.
- 3: What languages are spoken in those areas?
- 4: Translate the words that you want to describe you.

	Swahili	Sotho	Yoruba
Name			
Kind	Aina	Mosa	Iru
Honest	Mwaminifu	Tspahalang	Ooto
Thank you	Asante	Kea Leboha	e Dupe
Brave	Jasiri	Sebete	Akoni
Deep	Kina	Tebileng	Jin
Helpful	Kusaidia	Thusa	Wulo
Gentle	Mpole	Bonolo	Onirele
Strong	Nguvu	Matla	Lagbara

Every time your friends say your extra name, the meaning falls on your ears and you remember what is in you.

3

Forbidden and forgotten names

Enslaved Africans lost their culture, starting with the first slaves in 1619. One of the first things to go were African names. Slaves left Africa with surnames such as Diallo, Nwonko, Awolowo, Obenga, Nyang, Owusu, Asare, Kasavubu and Amachie. Their African names were changed to Smith, Williams, Hopkins, Johnson, Jackson, Jefferson, and Washington. Your first name could be changed from Toyin to Ted without your permission. African languages disappeared, too. Enslaved Africans were punished if they were caught speaking their own languages. In a few generations, more than one hundred languages were taken from Africans who had come to the Americas.

What happened to the names of the African ancestors of our students? Most captured Africans had their names changed when they become slaves.

The articles below analyze census data that shows how many Williams, Jacksons, Smiths, Jones, and Browns there are.

They were referred to as “Mr. Smith’s Bob” or “Mr. Madison’s Betty.” After 1865, freedmen did not have names that were separate from the enslaved status into which they had been born.

After many generations, African Americans no longer knew the names of their African ancestors. Yet the condition of freedom demanded a legal name to reflect their status as free people. Their legal names had to include a given name and a surname. Unable to recall their original names or the names of their ancestors, many Africans chose the names of slaveholders or the names of famous whites. This may explain why more African Americans than whites carry some of these surnames: Washington, Lincoln, Johnson, Jackson and Lee. (Asante, M. K., 2002, *African American History: A Journey of Liberation*, 2nd edition, pages 70-71, 264-265)

Name	Number Of Occurrences
Smith	2,442,977
Johnson	1,932,812
Williams	1,625,252
Brown	1,437,026
Jones	1,425,470

https://www.census.gov/newsroom/blogs/random-samplings/2016/12/what_s_in_a_name.html

Census of 1860.

No.	States.	Free Population.	Slave Population.	Total.	Per-Centage of Slaves.
1	South Carolina	301,271	402,541	703,812	57.2
2	Mississippi	354,700	436,696	791,396	55.1
3	Louisiana	376,280	333,070	709,290	47.0
4	Alabama	529,161	435,132	964,296	45.1
5	Florida	78,686	61,753	140,439	43.9
6	Georgia	595,007	462,232	1,057,239	43.7
7	North Carolina	661,586	331,081	992,667	33.4
8	Virginia	1,105,192	490,887	1,596,079	30.7
9	Texas	421,750	180,682	602,432	30.0
10	Arkansas	324,323	111,104	435,427	25.5
11	Tennessee	834,063	275,784	1,109,847	24.8
12	Kentucky	930,223	225,490	1,155,713	19.5
13	Maryland	599,846	87,188	687,034	12.7
14	Missouri	1,067,352	114,965	1,182,317	9.7
15	Delaware	110,420	1,798	112,218	1.6
		8,289,953	3,950,343	12,240,296	32.2

Image from Thesocietypages.org free = non-Black

<https://www.census.gov/history/pdf/histstats-colonial-1970.pdf>

NAME	RANK AMONG ALL SURNAMES	FREQUENCY	OCCURENCES PER 100,000 PEOPLE	PERCENT IN THIS GROUP
------	----------------------------------	-----------	-------------------------------------	-----------------------------

NON-HISPANIC BLACK OR AFRICAN AMERICAN ALONE

WASHINGTON	145	177,386	60.1	87.5
JEFFERSON	615	55,179	18.7	74.2
BOOKER	941	36,840	12.5	65.2
BANKS	292	105,833	35.9	54.5
JOSEPH	313	100,959	34.2	54.2
MOSLEY	730	47,963	16.3	53.2
JACKSON	19	708,099	240.1	53.0
CHARLES	548	61,211	20.8	53.0
DORSEY	793	43,631	14.8	52.2
RIVERS	897	38,662	13.1	50.9

Summary: More than half of the last names (in the table above) were owned by people who defined themselves as black or African American in a census.

For students looking for more information about the most numerous surnames of African Americans, try these sites:

www.epl.ca/blogs/post/indigenous-naming-practices/ Type this easy link

<https://tinyurl.com/selectyourname1>

<https://www.thatssister.com/black-last-names-african-american-caribbean-surnames/> Type this easy link [TINYURL.com/selectyourname2](https://tinyurl.com/selectyourname2)

Common African-American Surnames

by Emily Hutton

If you are interested in learning more about your origins, then your surname is a good place to start your genealogy search. However, be prepared for a lot of pain and rage. It's important to recognize that freedom was hard-won and the legacy of slavery still affects us today.

There are also many factors that will make your search a little difficult. It's possible your ancestor was not considered a person because of the slave trade. Rather than the census, you'll have to look in ledgers for receipts – yes, it's heartbreaking that your ancestor was likely considered property, but it's also important.

It's all the more reason that you should get to know your story a little better and perhaps encourage others to do the same. **Many aspects of the slave trade and the stain on America's past are not always discussed thoroughly in school, so it's up to us to educate ourselves.**

<https://imagerestorationcenter.com/common-african-american-surnames/>

An easy link to type: [TINYURL.com/selectyourname5](https://tinyurl.com/selectyourname5)

A good place to learn more about your heritage is looking through old photo albums. If you do and come across old photos that require repair, we at Image Restoration Service would be honored to help you on your journey to discovering the past. Our services are easy and affordable – contact us today to get started! <https://imagerestorationcenter.com/>

What can we do today to move toward racial justice? How can we work toward “Being Human Beings”? We can start by claiming our heritage with a name translated into an African language.

Students experience the structural inequality found in everyday life. The following information is presented as part of the Educational Purpose (and fair use) of this project.

<https://americanprogress.org/wp-content/uploads/2018/02/RacialWealthGap-report.pdf>

Here is the easy to type link: www.tinyurl.com/selectyourname3

Inequality in America

Blacks were more likely to need to borrow, to postpone payments, and to cut back on spending in an emergency than whites. Not surprisingly, blacks are already about twice as likely as whites—10.4 percent to 5.7 percent, respectively—to be behind on bill payments, which reflects their more precarious financial situation. That is, blacks are more in need of short-term savings because of their day-to-day financial struggles. And as the data show, blacks have significantly less wealth than whites. The combination of greater income volatility, fewer emergency savings, and less wealth for blacks than whites creates a highly insecure economic situation for many families (*Center for American Progress*).

The racial wealth gap has persisted for decades

Wealth inequality from 1989 to 2016, by race

	Median wealth			Mean wealth		
	White	Black or African American	Ratio of black or African American to white household median wealth	White	Black or African American	Ratio of black or African American to white household mean wealth
1989	\$129,771	\$7,090	5.5%	\$436,935	\$81,571	18.7%
1992	\$106,494	\$13,417	12.6%	\$374,423	\$80,533	21.5%
1995	\$112,752	\$19,622	17.4%	\$392,000	\$72,418	18.5%
1998	\$129,014	\$24,198	18.8%	\$499,816	\$90,031	18.0%
2001	\$162,447	\$28,316	17.4%	\$652,336	\$89,671	13.7%
2004	\$169,338	\$24,927	14.7%	\$726,621	\$136,741	18.8%
2007	\$188,756	\$25,841	13.7%	\$815,063	\$154,557	19.0%
2010	\$126,063	\$17,133	13.6%	\$738,733	\$98,184	13.3%
2013	\$124,258	\$10,115	8.1%	\$732,475	\$101,851	13.9%
2016	\$142,180	\$13,460	9.5%	\$935,584	\$102,477	11.0%

Note: All dollar figures are in 2016 dollars. Nominal dollars are deflated by Consumer Price Index for Urban Consumers Research Series. Sample includes all nonretired households 25 years and older.

Source: Authors' calculations based on data in survey years from 1989 to 2016 from Board of Governors of the Federal Reserve System, "Survey of Consumer Finances (SCF)," available at <https://www.federalreserve.gov/econres/scfindex.htm> (last accessed October 2017).

Source: <https://americanprogress.org/wp-content/uploads/2018/02/RacialWealthGap-report.pdf> Reprinted with permission.

Blacks have less
stable income, less
savings for
emergencies, and less
wealth than whites.
The economic
situation for many
families is **highly
insecure.** www.AmericanProgress.org

Source: <https://americanprogress.org/wp-content/uploads/2018/02/RacialWealthGap-report.pdf>

Black or African American households have significantly less wealth than white households, regardless of important demographic factors

Inflation-adjusted median wealth in 2016, by race, marital status, age, and income level

Demographics	White	Black or African American
Education		
No college	\$81,650	\$9,100
College or more	\$325,600	\$57,250
Marital status		
Single	\$61,000	\$5,800
Married	\$212,080	\$40,310
Age		
25–34 years	\$31,610	\$2,750
35–44 years	\$98,000	\$6,530
45–54 years	\$211,400	\$36,000
55–64 years	\$272,790	\$18,900
Income level		
Bottom fifth	\$11,700	\$1,300
Second fifth	\$37,100	\$9,620
Middle fifth	\$74,000	\$22,770
Fourth fifth	\$162,250	\$77,500
Top fifth	\$785,250	\$243,500

Note: All dollar figures are in 2016 dollars. Nominal dollars are deflated by Consumer Price Index for Urban Consumers Research Series. Sample includes all nonretired households 25 years and older.

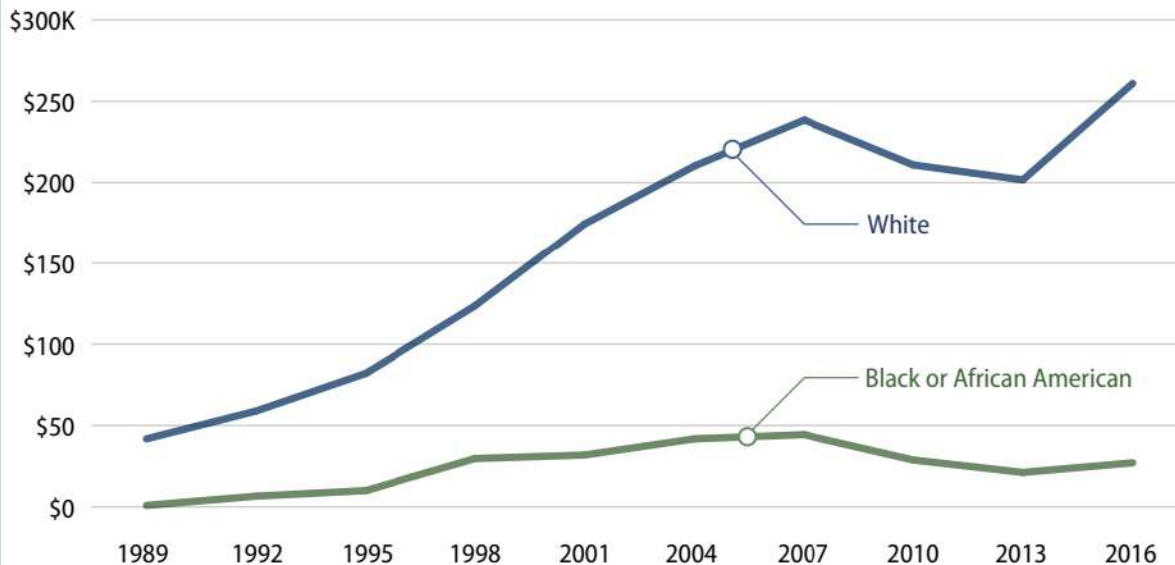
Source: Authors' calculations based on data in survey year 2016 from Board of Governors of the Federal Reserve System, "Survey of Consumer Finances (SCF)," available at <https://www.federalreserve.gov/econres/scfindex.htm> (last accessed October 2017).

Source: <https://americanprogress.org/wp-content/uploads/2018/02/RacialWealthGap-report.pdf> Reprinted with permission.

FIGURE 3

Black or African American households have increasingly faced systematic obstacles to building wealth

Median wealth for households as they aged, by race and year



Note: All dollar figures are in 2016 dollars. Nominal dollars are deflated by Consumer Price Index for Urban Consumers Research Series. Sample includes a cohort of nonretired households as they aged from between 23 to 38 years in 1989 to between 50 and 65 years in 2016.

Source: Authors' calculations based on data in survey years from 1989 to 2016 from Board of Governors of the Federal Reserve System, "Survey of Consumer Finances (SCF)," available at <https://www.federalreserve.gov/econres/scfindex.htm> (last accessed October 2017).

Source: <https://americanprogress.org/wp-content/uploads/2018/02/RacialWealthGap-report.pdf> Reprinted with permission.

“Consider what black teenagers might feel after reading this title: ***How America’s Structural Racism Helped Create the Black-White Wealth Gap*** (a report by the Center for American Progress). My students talk about racism in their lives. They hear stories about how their relatives have experienced unfair treatment. They can’t trace their ancestors the way other students can (to Asia, South America and Europe). What is something that students can do today to redefine their personal history? Do what Dr. Asante did: select African names that describe their aspirations.” – Maneno Mazuri, teacher, SunFire High School, Oakland Park, FL

4

Several people who selected “African names”

Note: This project is about an **additional** name. It is not about a legal change of name. It is not a lesson to promote in students the desire to legally replace their current name. **It is a project to claim our history...and we are all descended from someone born in Africa.**

Alex Haley traced his ancestors. He started with the obvious fact: *He was a descendent of people taken from Africa.* He concluded with some certainty that he found the place where his ancestors departed Africa (somewhere in Senegal). The rest was a combination of stories told by an older relative and several hunches. Some critics called his effort “fiction” and “wishful thinking.” But look at what his effort did for Mr. Haley: **He found a personal history.** It was true enough for him that he could go to sleep each night knowing that he came from a person that he could see in his mind and heart. He didn’t go to the next step of adding a second name that would claim his heritage (in addition to his given name that pointed to his ancestor’s “slave master”).



Malik al-Shabazz (born Malcolm Little, then Malcolm X) and Molefi Kete Asante obtained **a name that spoke to their hopes.** Both men gained the same result: Every time someone spoke his name and every time he remembered that he had selected a personal additional name, each man heard the meaning of his adopted name. The images fell on their ears every time they said, “My new name means the protector of traditions” (Molefi Asante) or “my new name means royal falcon” (Malcolm X).

Image: The University of Texas at Arlington Libraries

Malcolm Little changed his name to **Malik** ("king" in Arabic) **el-Shabazz** ("royal falcon"). He also used the name Malcolm X.

Lilly → Nutala

Charles Lilly selected this name: **Nyatafa** (man of integrity) **Nutala** (artist).
He's the artist who designed the cover of one of Molefi Asante's textbooks.

The poster on the next page is for you to cut out and hang on a wall to remind you about the "Additional Name" Project. Go ahead, spread the method of "selecting an extra name."

Oluale Kossula: *That's the name author Zora Neale Hurston used when she greeted Cudjo Lewis, the last known survivor of the transatlantic slave trade and the subject of her nonfiction book "Barracoon." He was delighted at being addressed by the name his mother gave him, according to Hurston's account of the hours they spent in 1927 piecing together his life on that balmy summer day in Alabama.*

"My name is not Cudjo Lewis. It Kossula," he said in Hurston's book, which was published posthumously in 2018. "When I gittee in Americky soil, Mr. Jim Meather he try callee my name, but it too long, you unnerstand me ... Den I say, 'You callee me Cudjo. Dat do.'"

Craven, J. (2022, February 24). *Many African American last names hold the weight of Black history.*

<https://www.nbcnews.com/news/nbcblk/many-african-american-last-names-hold-weight-black-history-rcna17267>

Jerid P. Woods (Akili Nzuri = "good mind") (@ablackmanreading)

See his blog <https://ablackmanreading.com/blog/>

Ibram Henry Rogers chose Ibram X. Kendi ("the loved one" in the language of the Meru people of Kenya). Kendi changed his middle name to Xolani, a Xhosa and Zulu word for "peace" [Wikipedia].

What does your extra name mean?



erykahbadu
5.3M followers



Gray → Mfume

Frizzell Gerald Gray selected the name Kweisi Mfume. In 2022, he was serving as the representative of Maryland's 7th Congressional district.



Kweisi Mfume with the president of South Africa

Clay → Ali

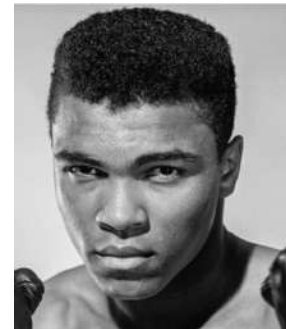
Cassius Clay selected a name from Islam: Muhammed Ali.

Carmichael → Ture

Stokely Carmichael changed his name to **Kwame Ture** and moved to Guinea, where he conferred with exiled Ghanaian



leader Kwame Nkrumah. He helped form the All-African People's Revolutionary Party in 1972 and urged African American radicals to work for African liberation and Pan-Africanism. His new name **honored** Kwame Nkrumah (Ghana) and Sékou Touré (Guinea).



Kwame means "**born on a Saturday**" and Ture means "**elephant**" in **Soninké**, the language of the Ghana Empire.

Everett → Karenga

Ronald McKinley Everett (founder of Kwanzaa) changed his "European" name to Maulana Karenga, which means "master teacher" and "keeper of the tradition."

Go to www.TINYURL.com/wdynmbook to find more examples of people who have taken on an additional name or changed their names. You can find lists of names and meanings of the names on websites to help parents find a name for their babies...or you can decide on what you want to become and translate those words into a language that your ancestors used. For example, Molefi Asante's first name suggests that he is a historian who "guards the traditions."



Erica Abi Wright is known professionally as **Erykah Badu**. She had decided to change the spelling of her first name from Erica to Erykah, as she believed her original name was a "slave name." The term "kah" signifies the inner self. She adopted the surname "Badu" because, among the Akan people in Ghana, it is the term for the 10th-born child.

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“Choosing your surname gives you that power to say, ‘This is what I’m gonna be called from now on.’”

Kenyatta Berry, host of “Genealogy Roadshow” on PBS

<https://www.nbcnews.com/news/nbcblk/many-african-american-last-names-hold-weight-black-history-rcna17267>

Part 2

The Lesson Plans

This section was compiled by Maneno Mzauri, editor of this book

5

Method

This method is about “how to follow the process that Molefi Asante took to select an additional name.”

I introduce the idea of this project to my students with this sentence:

“A guide to finding a name that fits you.”

- a. Start with the assumption that many people like their names. This project is not about rejecting our birth names.*
- b. Invite the audience (your students) to consider the advantage of adding an “extra name” (it’s not as radical as changing your name legally with court documents).*
- c. What words describe you? What are your strengths? What do you want to encourage in yourself?*
- d. Then look for African translations of those words*
- e. Then consider how you might introduce the extra name to friends*
- f. The extra name could be similar to a “nickname.” (“My name is Steve McCrea, but my friends call me Dylan Math, which means flow of kind words in Gaelic” and “My name is Math. Dylan Math or the flow of kind words” with that James Bond attitude and tone.)*
- g. Consider the benefits of hearing “One who protects the traditions” every time someone speaks your name or introduces you to a stranger. It’s a reminder of your aspirations and qualities that are in you or perhaps you want to develop. Molefi Asante has that benefit. So does Kweisi Mfume (“son of the conquering king”). You can, too.*

1: Select words to describe you or what you want to become.
2: Look at the areas where your ancestor might have lived.
3: What languages are spoken in those areas?
4: Translate the words that you want to describe you.

- 1. What does your current name mean? A website where you might start is behindthename.com*
- 2. Is that a name and quality that you want to live with?*
- 3. Look at a list of adjectives and qualities and select some that you want to develop or highlight if you already have those qualities.*
- 4. Select the areas in Africa where you might find your roots.*

5. What languages are spoken in those areas where your ancestors came from?
6. If you are stuck, just go to Swahili, the language that is common near Kenya and Tanzania, or Amharic, which is in Ethiopia. The Rift Valley is where mankind is thought to have started (see the Lucy project)
7. Think about how to pronounce the name. To help others, use similar words ... Molefi, like “moh LEH fee”
8. **Think about how to introduce your extra name to family and friends.** Will

my friends and relatives react when I tell them about my additional name? Does it make a difference how I introduce to them my additional name? If I say, “Please call me Dylan Math,” will they react negatively? I wonder if the following words might be gentler and make it easier for them to embrace my additional name: “I have selected an extra name that translates as **the kind flow**. It will be my nickname and I’ll remember my hopes for the future every time you call me that name.”



We are all Africans

Turkana Boy, also called **Nariokotome Boy**, is the name given to fossil **KNM-WT 15000**, a nearly complete skeleton of a *Homo ergaster* youth who lived 1.5 to 1.6 million years ago. This specimen is the most complete early hominin skeleton ever found. It was discovered in 1984 by Kamoya Kimeu on the bank of the Nariokotome River near Lake Turkana in Kenya. Photo under Creative Commons: Claire Houck

Language: Swahili

https://en.wikipedia.org/wiki/Turkana_Boy

Lucy, a 3.2 million-year old fossil skeleton of a human ancestor, was **discovered in 1974 in Hadar, Ethiopia**. The fossil locality at Hadar where the pieces of Lucy's skeleton were discovered is known to scientists as Afar Locality 288 (A.L. 288). Photo credit Creative Commons Benutzer:Gerbil aus der deutschen Wikipedia.



<https://www.nature.com/scitable/knowledge/library/lucy-a-marvelous-specimen-135716086/#>

The Tigrinya language is closely related to Ge'ez, the ancient language of Ethiopia, and to the Tigré language. <https://www.britannica.com/topic/Geez-language>

www.udel.edu/udaily/2018/april/richard-leakey-human-origins-kenya-africa-fossils/

How to get started

Ask “What two words describe you?”

The next section shows a list of adjectives. Show the list (three pages) to students and ask them to choose two or more words (or a phrase) that describes them. *(To save paper, make photocopies of the three pages for groups of three or four students.)*



Honest? Strong? Reliable? Brave?

What do you want

That is definitely what you are
You are STRONG and HONEST

Select Your Name Project: "Calm in the Storm" and "Honest and Strong" talk with "Flow of Kind Words"

12 views Apr 12, 2022 Welcome to the first video about the EXTRA NAME PROJECT, also known as "Select Your Name." ...more

Research shows that many students respond well when information is presented by a peer. Here's a short video to describe the project: [TinyURL.com/SelectYourNameYT](https://tinyurl.com/SelectYourNameYT)
Perhaps your students will be motivated to create their own video to help spread this project in your school.

Here is a list of positive words.

Select two words that describe you.

Or you can choose other words.

You can drop these words into Google Translate, select a language from the area in Africa that you might have come from, and then figure out if the pronunciation of the name is pleasing. Or perhaps you want to select the name no matter what it sounds like.

	Swahili	Sotho	Yoruba
Kind	<i>Aina</i>	<i>Mosa</i>	<i>Iru</i>
Strong	<i>Nguvu</i>	<i>Matla</i>	<i>Lagbara</i>
Honest	<i>Mwaminifu</i>	<i>Tspahalang</i>	<i>Ooto</i>
Thank you	<i>Asante</i>	<i>Kea Leboha</i>	<i>e Dupe</i>
Brave	<i>Jasiri</i>	<i>Sebete</i>	<i>Akoni</i>
Deep	<i>Kina</i>	<i>Tebileng</i>	<i>Jin</i>
Helpful	<i>Kusaidia</i>	<i>Thusa</i>	<i>Wulo</i>
Gentle	<i>Mpole</i>	<i>Bonolo</i>	<i>Onirele</i>
Joyful	<i>Furaha</i>	<i>E thabileng</i>	<i>Idunnu</i>
Friendly	<i>Kirafiki</i>	<i>Motsoalle</i>	<i>Ore</i>
Positive	<i>Chanya</i>	<i>E ntle</i>	<i>Rere</i>
Trustworthy	<i>Kuaminika</i>	<i>Botshepehi</i>	<i>Gbẹkẹle</i>
Wise	<i>Hekima</i>	<i>Bohlale</i>	<i>Ogbon</i>
Patient	<i>Mgonjwa</i>	<i>Mamello</i>	<i>Alaisan</i>
Hardworking	<i>Mchapakazi</i>	<i>Khothetse</i>	<i>Alăpọn</i>
Calm	<i>Utulivu</i>	<i>Khutsa</i>	<i>Tunu</i>
Caring	<i>Kujali</i>	<i>Ho tsotella</i>	<i>Abojuto</i>

(Handout p. 1)

Synonyms for Nice

helpful
friendly
kind hearted
compassionate
pleasant
thoughtful
agreeable
Courteous

Synonyms for Happy

cheerful
joyful
excited
satisfied
content
delighted
pleased
Glad

Synonyms for Smart

intelligent
brilliant
clever
bright
skillful
wise
Brainy

Synonyms for Brave

daring
courageous
adventurous
fearless
Heroic

Synonyms for Funny

amusing
hysterical

humorous
comical
hilarious

Synonyms for Thankful

appreciative
grateful

Synonyms for Active

athletic
energetic

Synonyms for Talkative

chatty
communicative

Synonyms for Shy

bashful
quiet

Positive Character Traits List

Below is a list of 84 positive words.

Active

Admirable

Adventurous

Agreeable

Amiable

Amusing

Appreciative

Athletic

Authentic

Benevolent

Brave

Bright

Brilliant

Calm

Capable

Caring

Charming

Cheerful

Clean

Clear-headed

Clever

Compassionate

Confident

Considerate

Cooperative

Courageous

Courteous

Creative

Curious

Dedicated

Easygoing

Educated

Enthusiastic

Ethical

Exciting

Extraordinary

Fair

Firm

Focused

Forgiving

Friendly

Generous

Gentle

Good-natured

Grateful

Happy

Hardworking

Helpful

Heroic

Honest

Hopeful

Humble

Innocent

Intelligent (*Handout p. 2*)

Inventive

Joyful

Kind

Lively	Peaceful	Sincere
Loving	Playful	Skillful
Loyal	Polite	Strong
Neat	Principled	Sweet
Nice	Reliable	Thoughtful
Optimistic	Respectful	Trustworthy
Organized	Responsible	Understanding
Passionate	Self-disciplined	Unselfish
Patient	Selfless	Wise

This list come from <https://teachingmadepractical.com/character-traits-list/>

You can find other lists at <https://www.optimiam.com/adjectives-to-describe-a-person/> and at grammar.yourdictionary.com/parts-of-speech/adjectives/list-of-positive-adjectives.html

We are all Africans.

Being Human Being by Molefi Asante and Nah Dove

Image: <https://www.washburn.edu/cas/history/stucker/AfricaOutlineMap.html>

Let's adopt a vision of a united humanity. The Human Genome Project proves that our ancestors came from the African continent. Let's reject the ways that modern society justifies its divisions, privileges, and punishments. We can start by thinking about where our genes came from.



(Handout p. 3)

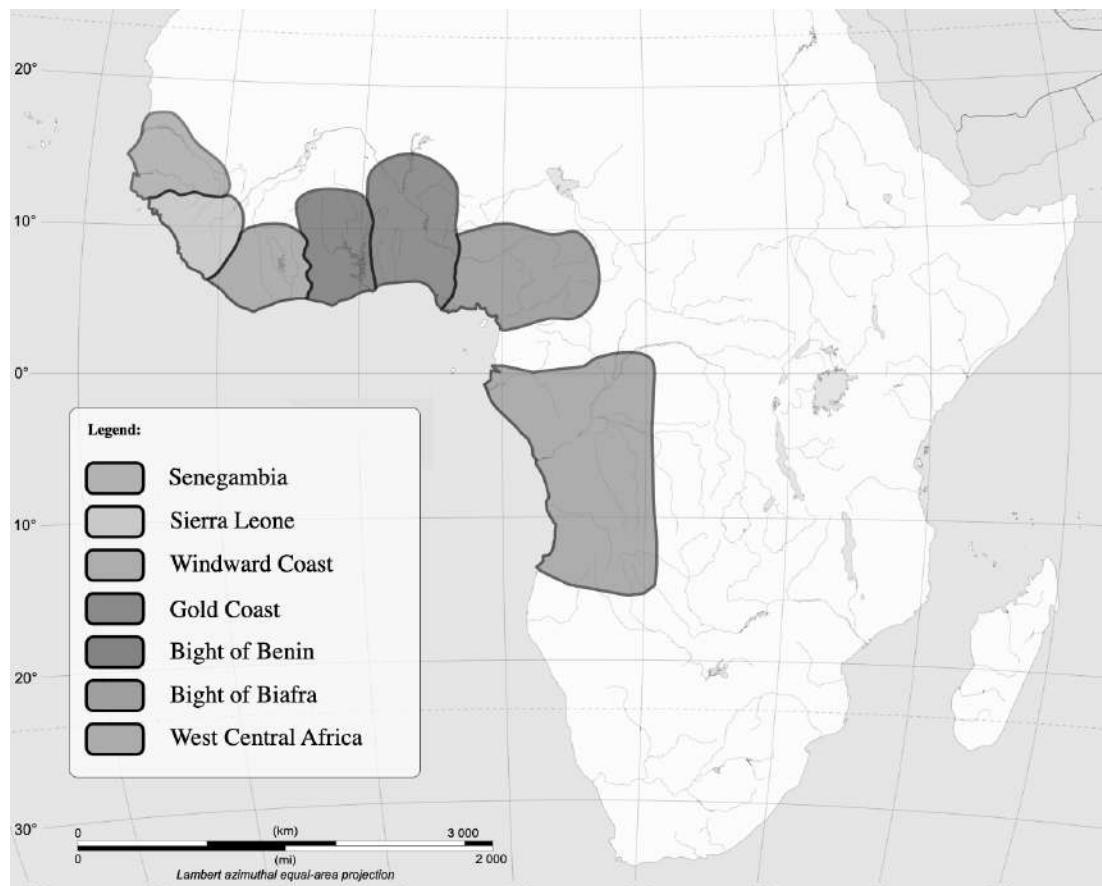
Appendix

Helpful articles: <https://namecensus.com/last-names/common-black-surnames/>

I hope that my students with African roots (every student) will consider the opportunity that they have to select an additional name.

<https://www.facinghistory.org/reconstruction-era/changing-names>

<https://www.history.com/news/what-part-of-africa-did-most-slaves-come-from>



This map show major slave trading regions of Africa.

Source: https://en.wikipedia.org/wiki/Atlantic_slave_trade By Africa_map_no_countries.svg:

*Africa_map_blank.svg: Eric Gaba (Sting - fr:Sting)derivative work: User:Zscout370 (Return fire)
derivative work: Grin20 (talk) - Africa_map_no_countries.svg Inspired by Benjamin, Thomas (2009)
The Atlantic World: Europeans, Africans, Indians, and their Shared History, 1400-1900, Cambridge University Press, p. p. 340, CC BY-SA 3.0, commons.wikimedia.org/w/index.php?curid=14652878

Examples of names

Another way to find your African name is to look at lists of names until you find two or more words that sound right or that fit you. Then you decide whether or not the meaning of the name connects with you. These meanings below come from several websites. The names that mean *“born on Sunday”* or *“We asked for this child”* do not describe the inner purpose of the person. The words that appear here generally describe what the person will do or is doing.

Name	Meaning	Gender
Abayomi	She brings joy	Female
Abayomi	Nigerian: bringer of happiness.	Male
Abdalla	Servant of God.	Male
Abdu	Worshiper of God	Male
Abikanile	Listen	Female
Addae	Ghanian word for the morning sun.	Male
Adebola	Honor is hers	Female
Adedagbo	Happiness is a crown	Female
Adeleka	Crown brings happiness	Female
Adelola	Crown brings honor	Female
Adesina	This child opens the way	Female
Adio	Righteous (Nigerian)	Male
Adisa	The clear one (Nigerian)	Male
Adofo	Ghanian word for warrior.	Male

Adom	God's blessing. (Ghanian).	Male
Aduke	Beloved, cherished	Female
Afiya	Health	Female
Ahmed	Praiseworthy	Male
Aisha	Life	Female
Aissa	grateful	Female
Aiyetoro	Peace on earth	Female
Ajani	He fights for possession	Male

Adisa m means "one who is clear"
Akachi Igbo "the hand of God"
Akpofure means "life is peaceful" Urhobo
Alhaji m means "the pilgrim" Hausa,
Alheri f Hausa "grace"
Alinafe Chewa "he is with us"
Amara f Igbo "grace"
Amarachi f Igbo "God's grace"
Andile Zulu, Xhosa, Ndebele
 "they have increased"
Añuli f Igbo "joy"
Asha "life" related to Aisha
Ayaan Somali "good luck"
Ayanda Zulu, Xhosa, Ndebele
 "they are increasing"
Ayo f & m "joy"
Ayodele "joy has come home"
Ayokunle m "joy has filled the home"
Ayomide f & m "my joy has arrived"
Ayotunde "joy has returned"
Azubuike m Igbo "the past is your strength"
 or "your back is your strength"
Bandile Zulu, Xhosa, Ndebele
 "they have increased"
Berhane "my light"
Berhanu m "his light"
Boipelo "joy, rejoicing" from ipela meaning
 "to rejoice"

Boitumelo f & m "joy" and "to be happy"
Bongani m Zulu "grateful, thankful"
Bonolo f Sotho "ease"
Bontu f Oromo "proud"
Businge Kiga "peace"
Chibueze Igbo "God is the king"
Chibuike Igbo "God is strength"
Chibuzo Igbo "God leads the way"
Chidiebere Igbo "God is merciful"
Chidiebube Igbo "God is glorious"
Chidiegwu Igbo "God is wonderful"
Chidike m Igbo "God is strong"
Chidimma f Igbo "God is good"
Chidubem m Igbo "guided by God"
Chifundo Chewa "mercy"
Chike Igbo "God's power"
Chikondi Chewa "love"
Chikumbutso Chewa "memory"
Chima m Igbo "God knows"
Chimwala Yao "stone"
Chimwemwe Chewa "joy, pleasure"
Chinedu Igbo "God leads"
Chinonso Igbo "God is nearby"
Chisomo Chewa "grace"
Chiumbo m Mwera "small"
Chewa "hope"
Dejen m "foundation support"
Desta f & m "joy"

Dumisani m Zulu, Ndebele "praise"
Ebele f Igbo "mercy, kindness"
Ejiroghene Urhobo "praise God"
Ekene Igbo "praise, thanks"
Ekenedilichukwu Igbo "all praise to God"
Ekwueme m Igbo "he says, he does"
Emem Ibibio "peace"
Enitan "person with a story" Yoruba
Fungai Shona "think, judge"
Funmilayo f "give me joy"
Furaha f "joy, happiness"
Gadisa m "shade"
Ganizani Chewa "think"
Gudina m Oromo "growth, advancement"
Haregewoin f "grape vine"
Hiwoṭ f "life"
Idir m "alive" in Tamazight
Ifa m Oromo "light"
Ife f "love"
Ifeanyi m Igbo "nothing is impossible"
Ifeanyichukwu m Igbo
 "nothing is impossible with God"
Ifiok Ibibio "wisdom"

Ijeoma f Igbo "good journey"
Ikechukwu m Igbo "power of God"
Imamu m "spiritual leader" from Arabic إمام (imam)
Imani f & m "faith" Arabic origin
Ime "patience" in Ibibio
Itai Shona "do, act, perform"
Itoro "praise, glory" in Ibibio
Itiri m "star" in Tamazight
Itumeleng "be happy" from itumela meaning "to be happy"
Izem m "lion" in Tamazight
Kabelo m Sotho "allotment, share, gift"
Kagiso "peace"
Kamau m "quiet warrior" in Kikuyu

For more names, see the Select Your Name folder: TINYURL.com/SelectYourNameList

Reference

momjunction.com/baby-names/african/
BehindTheName.com

You can find more names here:
<https://www.behindthename.com/names/meaning/born>

Ade: "royal"
 Azibo: "earth"
 Chike: "God's strength"
 Dakarai: "happiness"
 Davu: "the beginning"
 Ekon: "strong"
 Hamidi: "God is salvation"
 Jabari: "famous, brave"
 Kasim: "controller of anger"
 Kellan: "powerful"
 Kendi: "loved one"
 Omari: "God the highest" Salim/Saleem:
 "peaceful"
 Taj: "crown"

Amari: "possesses great strength,"

Amari also has Arabic roots, meaning
 "moon"
 Bahati: "lucky" or "fortunate"
 Eshe: "life, energy"
 Hasina: "good"
 Jamila: "beautiful"
 Kali: "energetic"
 Lulu: "pearl"
 Malika: "queen"
 Makena: "happy one"
 Nala: "first drink of water"
 Sarama: "nice"
 Zuri: "good, beautiful"

Abeba "flower"

Aberash "giving off light, shining"

Ade "crown"

Adebayo "the crown meets joy"
Adebola "the crown has met wealth"
Adebowale
 "the crown has come home"
Adedayo "the crown becomes joy"
Adisa "one who is clear"

Akachi "the hand of God" in Igbo
Akpofure "life is peaceful" in Urhobo
Akuchi "wealth from God" in Igbo
Alemayehu "I have seen the world"
Alheri "grace" in Hausa
Alinafe "he is with us" in Chewa
Amadi "free man" in Igbo
Amahle "the beautiful ones" in Zulu
Amara "grace" in Igbo
Amarachi "God's grace" in Igbo
Andile "they have increased" in Zulu, Xhosa and Ndebele
Añuli "joy" in Igbo
Asha "life" is related to Aisha

Ayaan "good luck" in Somali
Ayanda "they are increasing" in Zulu, Xhosa and Ndebele
Ayo f & m "joy"
Ayodele
 "joy has come home"
Ayokunle m
 "joy has filled the home"
Ayomide f & m
 "my joy has arrived"
Ayotunde
 "joy has returned"
Azubuike m Igbo
 "the past is your strength" or "your back is your strength" in Igbo
Baako Akan
 "first born child" in Akan
Babajide m
 "father has returned"
Babatunde m
 "father has returned"
Babirye f, Ganda

"first of twins" in Luganda
Bamidele m
 "follow me home"
Berhane ,
 "my light" in
Berhanu ,
 "his light"
Boipelo "joy, rejoicing"
Bolanle "finds wealth at home"
Bongani m Zulu
 "grateful, thankful" in Zulu
Bonolo f Sotho
 "ease" in Sotho
Bontu f Oromo "proud"
Buhle From Xhosa and Ndebele buhle
 "beautiful, handsome", from the root hle
Businge "peace" in Rukiga
Chi "God, spiritual being" in Igbo, referring to the personal spiritual guardian that each person is believed to have
Chiamaka "God is beautiful" in Igbo
Chibueze "God is the king" in Igbo
Chibuike Igbo
 "God is strength" in Igbo
Chibuzo Igbo
 "God leads the way" in Igbo
Chichi f Igbo
 Diminutive of Igbo names beginning with the element Chi meaning "God"
Chidi Igbo
 "God exists" in Igbo. It is also a short form of Igbo names beginning with Chidi
Chidiebere Igbo
 "God is merciful" in Igbo
Chidiebube Igbo
 "God is glorious" in Igbo
Chidiegwu Igbo
 "God is wonderful" in Igbo
Chidike m Igbo
 "God is strong" in Igbo
Chidimma f Igbo
 "God is good" in Igbo
Chidubem "guided by God" in Igbo

Chiemeka "God has performed great deeds" in Igbo
Chifundo "Mercy" in Chewa
Chifuniro "will, wish" in Chewa
Chijindum "God holds my life" in Igbo
Chika "God is the greatest" in Igbo
Chike "God's power" in Igbo
Chikere "God created" in Igbo
Chikondi "love" in Chewa
Chikumbutso "memory" in Chewa
Chima "God knows" in Igbo
Chimwala "stone" in Yao
Chimwemwe, "joy, pleasure" in Chewa
Chinasa "God answers" in Igbo
Chinedu "God leads" in Igbo
Chinonso "God is nearby" in Igbo
Chinwe "God owns" in Igbo
Chinweike "God owns power" in Igbo
Chioma "good God" in Igbo
Chipo "gift" in Shona
Chisomo "grace" in Chewa
Chiumbo "small" in Mwera
Chiyembekezo "hope" in Chewa
Chizoba "God protect us" in Igbo
Chukwuemeka "God has performed great deeds" in Igbo
Chukwuma m Igbo
 "God knows" in Igbo, a variant of Chima
 using Chukwu as the first element, which is
 the extended form of Chi meaning "God"
Dada "curly hair"
Dakarai "rejoice" in Shona
Dalitso "blessing" in Chewa
Danai Shona dana means "call, summon"

Dayo "joy arrives"
Dejen "foundation, support"
Desta "joy"
Dikeledi "tears"
Dumisani "praise" in Zulu and Ndebele
Ebele "mercy, kindness" in Igbo
Ejiro "praise" in Urhobo
Ejiroghene "praise God" in Urhobo
Ekene "praise, thanks" in Igbo
Ekenedilichukwu "all praise to God" in Igbo
Ekundayo "sorrow becomes joy"
Ekwueme "he says, he does" in Igbo
Eniola "wealth"
Enitan "person with a story"
Farai "rejoice"
Fungai "think, judge"
Furaha "joy, happiness"
Ganizani "think"
Idir "alive"
Ifa "light"
Izem "lion"
Kagiso "peace"
Kikuyu "quiet warrior"
Kayin "celebrated child"
Kayode "he brought joy"
Kgosi "king, chief"
Kirabo "gift"

More names are found at
<https://www.behindthename.com/names/meaning/born> Mike Campbell created this site
 and he invites you to visit and see more
 names in many additional languages.

A shorter way to introduce “Select Your Name” to students

Here’s a description of the “find an extra name” method with slightly different wording

Step 1: select words to describe you or what you want to become.

grammar.yourdictionary.com/parts-of-speech/adjectives/list-of-positive-adjectives.html

Step 2: Look at the areas where your ancestor might have lived. If you are Mexican, you could look at Aztec or Mayan areas occupied by the Aztec or Mayan empires. People descended from slaves might consider looking at these countries: Some people use 23andme.com or Ancestry.com to find where that their genes probably came from. For example, Molefi Asante found out that

Step 3: Find out the names of languages that are spoken in those areas.

Step 4: go to Google Translate and type in the words that you want to translate.

Step 5: if you don’t like any of the translations of your names, use Swahili. It is a language that was developed by traders. Many of the words have become popular thanks to the Lion King: ***simba*** (lion) and ***hakuna matata*** (no problem).

Step 6: Introduce your additional name to your family and friends like this: *“Hi. I just selected an additional name. It’s part of a project at school. I selected “flow of kindness”, which is Dylan Math in Welsh and Gaelic. You can continue to use my formal name. I just like the sound of this additional name, so I hope you will say “Hey, Kind Words!” or “Dylan!” so that I remember the name that I have selected. It helps me stay on track and develop those strengths in me.”*

RULE: Teachers need to do the exercise before they ask students to do a project

I went into my family history and found out that Stephan means “crown” (the olive branch that is woven into a ring and placed on the head of a winner of an athletic competition in ancient Greece). McCrea = “the son of good fortune.” If I am a winner, how did I get there? That’s what I want to describe with my name: “the flow of kind words” or “the river of kindness.” Dylan means “flow” and math means “kindness” – you can call me “Mr. Kind words” or “Mr. Dylan.”

This “name project” can be done by anyone. Here’s an example:

A guy with roots in Scotland, Ireland and English selected the following name “The Kind Flow”

Dylan is a Welsh name traditionally given to boys. It means “**son of the sea**” or “**born from the ocean**.” Dylan is derived from the Welsh words “dy”, which means great, and “llanw”, which means flow.

<https://www.verywellfamily.com/dylan-name-meaning-origin-popularity-5186910>

Math is a word in Scottish Gaelic that means “kind” (Google Translate)

<https://tinyurl.com/thekindflow>

Wake up the scientist in you

Best Version 2022

Ask a question: What's a flexible play?
Make a guess to answer the question: Maybe I can give four options to my teammates.
Design an experiment: Make a diagram.
What do I need to test my guess?
Build a team: Who can help me?
Do the experiment: Try it to test my guess.
Collect the results: What happened?
Review and repeat: If my guess worked, why did it work? Do the experiment again to be sure.
If it didn't work, change the guess.



*Critical thinking for
everyone*

Third Edition
By M. Ibrahim
Edited by S. McCrea
Contributions by J. Williams, D. Yuzenas and M. Blazek

The following form comes from a book called *Wake up the scientist in you* by M. Ibrahim. You can download a free copy at

www.TINYURL.com/wakeupbook4pdf.

Name

Date

Title:

JOURNAL WORKSHEET

Look around – tell us about something that you noticed

What questions do you have about the thing that you noticed?

What are your predictions about the answers to these questions?

Conclusions and comments (What did you do to wake up the scientist in you?)

JOURNAL WORKSHEET

JOURNAL WORKSHEET

JOURNAL WORKSHEET

Reproduced from Wake Up the Scientist in You by M. Ibrahim, available as a free ebook at www.TINYURL.com/wakeupbook4pdf

Name _____

Date _____

Title: _____

JOURNAL WORKSHEET

Look around – tell us about something that you noticed

I noticed a quote by Malcolm X. Then I read a wikipedia article about how Molefi Kete Asante selected his name. Then I searched and found at least eight other people who talk on African names: Stokely Carmichael, Charles Lilly (the illustrator of Dr. Asante's book) and Kweisi Mfume (the member of Congress). I started wondering if this effort (to select an additional name) might benefit some of my students who don't know where their ancestors came from.

What questions do you have about the thing that you noticed?

Will my friends and relatives react when I tell them about my additional name?
Does it make a difference how I introduce to them my additional name? if I say, *"Please call me Dylan Math,"* will they react negatively? I wonder if the following words might be gentler and make it easier for them to embrace my additional name: *"I have selected an extra name that translates as **the kind flow**. It will be my nickname and I'll remember my hopes for the future every time you call me that name."*

What are your predictions about the answers to these questions?

I expect that many people will be turned off if I announce my new name. I expect that people in the study will accept my new name better if I say, *"I have selected an extra name that translates as the kind flow. It will be my nickname and I'll remember my hopes for the future every time you call me that name."*

Conclusions and comments (What did you do to test your prediction?)

This is an experiment that is waiting to be conducted, so the results are waiting to be collected and the conclusion is waiting to be written.

JOURNAL WORKSHEET

JOURNAL WORKSHEET

JOURNAL WORKSHEET

Reproduced from Wake Up the Scientist in You by M. Ibrahim, available as a free ebook at www.TINYURL.com/wakeupbook4pdf

To the reader

This free ebook (and the self-published book) is an attempt to build a project for high school and college students. This is “history that makes an impact” (possibly) on the reader and student. If you look at these materials carefully, you might decide to “do something” about your name.

Let us know how to improve this project.

+1 954 646 8246 text and Whatsapp
mynewmethods@gmail.com

Let's spread this method.
Share the link to the ebook with colleagues.
TINYURL.COM/SelectYourName30

Daniel Pink has pointed out that “we are all in sales” because we attempt to persuade people (students) to do school work or complete a project.

Teachers: Selling is part of our lives, even for teachers. Whatever subject we teach, we attempt to persuade students to use their time to complete projects. That's why this book ends with posters. It's called “marketing.” Put the poster up and see what happens. Please create better posters and share them.

Thank you for using your time to consider this project.

DANIEL
H. PINK
TO SELL IS
HUMAN 
THE SURPRISING TRUTH
ABOUT MOVING OTHERS

Dances with wolves

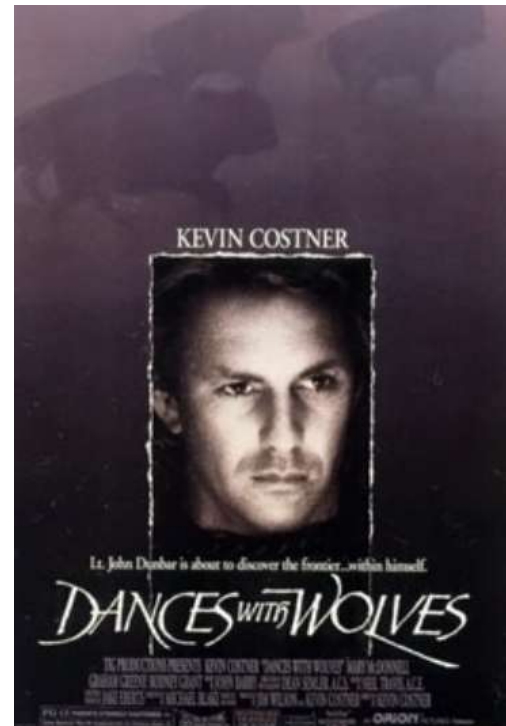
A simple way to introduce your extra name to friends and family

Have you seen the movie called “Dances with Wolves”?

A Civil War soldier develops a relationship with a band of Lakota Indians. Attracted by the simplicity of their lifestyle, he chooses to leave his former life behind to be with them. They give the name “Dances With Wolves.” Soon he is welcomed into the tribe.

How did the soldier get his name “Dances with Wolves”?

The soldier, John Dunbar, meets a curious wolf whom he calls "Two Socks" for its white forepaws. Two Socks loses his fear of Dunbar and likes playing with him. Some Native Americans see Dunbar and Two Socks chasing each other, so they give him the name "Dances with Wolves."



I have decided to call myself “the flow of kind words.” It’s like that movie called *Dances with Wolves*.

Dylan in Welsh means “the flow of water” and Math means “kind” in Gaelic. So my extra name is Dylan Math. So I want to be a flow of kindness, especially with my students.

You can continue to use my usual name.

I like the sound and the meaning of this additional name. I hope you will say, “Hey, Kind Words!” or “Dylan!” so that I remember the name that I have selected.

This name helps me stay on track and develop these qualities and strengths in me.

Title of this Lesson: Find an Extra Name

Objective: *To introduce students to the idea that “we are all Africans.” Let’s select names in an African language to celebrate our connection with the continent.*

This is a longer method than the earlier lesson plan in this book:

1. **Display quotes** by people who added an extra name (or who changed their names).
2. **Ask students** to talk about the quotes
3. **Show students how to find the meaning** behind their names (behindthename.com is a possible resource). Assign this task as homework (to find the meaning of their names). Send home these questions for parents: How did you select my name? What did you think was the meaning of my name? *(If you have access to enough computers and the Internet for at least half of the class, ask students to work in pairs. Set aside at least 10 minutes for the students to look up and write down the meaning of their names.)*
4. **Next class:** Students in pairs discuss their names.
5. **Distribute a list of positive adjectives**, one list for each pair or group of three students. Explain: *“These words are possible ways to describe the person that you are or that you want to become. For example, Sojourner Truth was an adopted name, and sojourn is a journey, so it means a journey to look for the truth.”* Note: *her name at birth was Isabel Baumfree, which translates as “free tree” in German.*
6. **Instructions:** *“Look at the translations of these words. These are just some of the languages that you can choose. Let me give you an example.”* (Teacher shows the adjectives that he/she selected and the translations of those words.)
7. **Students in pairs and groups** of three select positive words to describe the person that they are or that they want to become.
8. **Example:** *My ancestors came from Great Britain, so I looked at two languages: Welsh and Scottish Gaelic. I was curious about the names “Dylan,” like Dylan Thomas (a poet) and Bob Dylan (the singer and songwriter). A search on “dylan meaning” came up with “Dylan is a Welsh name traditionally given to boys. It means “son of the sea” or “born from the ocean.” Dylan is derived from the Welsh words “dy”, which means great, and “llanw”, which means flow.” How cool. I could choose to be the son of the great flow. Since I’m a teacher, I create a flow of words. What kind of words? I want my words to be strong, helpful, encouraging and kind. I looked up those words in Welsh. I didn’t like the sound of any of the translations.*

So I remembered that some of my ancestors came from Scotland. The language there is Scottish Gaelic and one of the transitions that caught my attention was "kind" means "math in Caelic. I'm a math teacher. Hmmmm. So I can be "the flow of kind words." You can call me Dylan Math. Dylan means the flow and Math means kind, so I'm the flow of kind words."



Example of a change in a name

The year 1843 was a turning point for Isabel Baumfree. She changed her name to Sojourner Truth. She chose the name because she heard the Spirit of God calling on her to preach the truth. She told her friends: "The Spirit calls me, and I must go," and left to make her way traveling and preaching about the abolition of slavery.

https://en.wikipedia.org/wiki/Sojourner_Truth

Image by Randall Studio

Source: <https://www.insider.com/what-to-know-before-changing-your-name-legally-2018-8>

Lists of words (Handouts)

Let's start with: *How will you introduce your friends to your African name?*

Being Human Being (with posters)

Positive propaganda

This section was compiled by Maneno Mzauri, editor of this book

Positive propaganda

Posters can share information with students and others. Why not use the posters that appear in this book (ebook) to promote or publicize a particular political cause or point of view? That's what we do when we encourage students to:

Register to vote

Avoid discussing the advantages of other types of economies

Avoid topics that might upset students or make students feel uncomfortable (that's a current policy in Florida in 2022)

Open a free bank account

Each of these procedures involves assumptions that whatever we are teaching supports the development of future members of society.

In case someone disagrees with this approach, here are some points about ideology and the role of indoctrination in education.

[Andrew Jackson] . . . claims to be for the little people, for the ordinary man, . . . but really represents a kind of an aggrieved whiteness that is demanding the protection of white men's ability to use violence to get what they want. This particular political archetype . . . resonates repeatedly throughout U.S. history.

<https://www.zinnedproject.org/materials/land-never-been-yet>

If we show this paragraph to students, then we are using ideology in our classrooms.

Ideology behind the creation of two new schools

Does this kind of school organisation and practice seem reasonable to students, parents, and public opinion, and is it in harmony with contemporary organisations in general? New ways of organising schools and the introduction of new frameworks do not necessarily result in reformed teaching practices. But in the case of SKUB and Hellerup they actually did so. The reason was that the new frameworks made possible methods of teaching that students accepted more readily than the traditional ones. Educational development is not only the result of political and economic powers but also of what seems reasonable to students, teachers, parents, and public opinion. **Ideology matters in education** (*emphasis added*). **Per Larson,**

<https://journals.sagepub.com/doi/pdf/10.2304/eerj.2006.5.3.276>

Government policy in Florida in 2022

Bill 7 “prohibits instructional materials reviewers from recommending instructional materials that contain any matter that contradicts certain principles.”

[I]nstruction and supporting materials on the topics enumerated in this section must be consistent with the following principles of individual freedom:

- (a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.
- (b) No race is inherently superior to another race.
- (c) No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.
- (d) Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
- (e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.
- (f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex. . . .

. . . classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles of this subsection or state academic standards.

<https://www.flsenate.gov/Session/Bill/2022/7/BillText/er/PDF>

Conclusion: It's okay to indoctrinate students “to a particular point of view” if the indoctrination meets these principles, including:

“A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex” (H.B. 7).



Then why did the US government in 1986 use tax revenue (collected from people who did not “bear responsibility for actions committed in the past by other members of the same race or sex”) to pay \$20,000 per survivor of the forced internment of more than 120,000 Japanese Americans during World War Two?

Image by U.S. National Archives and Records Administration, Public Domain,
<https://commons.wikimedia.org>



Dressed in uniform marking his service in World War I, a U.S. Navy veteran from San Pedro enters Santa Anita Assembly Center (April 1942). Image by Clem Albers, U.S. National Archives and Records Administration, Public Domain.



The baggage of Japanese Americans from the West Coast, at a makeshift reception center located at a racetrack Image by Russell Lee, Public Domain.



U.S. President Ronald Reagan signs the Civil Liberties Act of 1988 in August 1988, which granted reparations for the internment of Japanese Americans. (Public Domain)



Tatsuro Masuda, a Japanese American, unfurled this banner in Oakland, California. Image by Dorothea Lange, Public Domain.

If taxpayers in 1988 paid reparations to survivors of the WW2 program, where else can we look to repair what our government did?

In a time of transition such as ours, people are insecure and uncertain because well-known landmarks have shifted or are shifting, and they look for security in sameness and homogeneity. They are scared of difference which heightens their anxiety, and so we see an aversion to diversity, be it of opinion or ethnicity or whatever. Bishop Desmond Tutu, bu.edu/wcp/Papers/Educ/EducVent.htm

In a time of transition such as ours, people are insecure and uncertain because well-known landmarks have shifted or are shifting, and they look for security in sameness and homogeneity. They are scared of difference which heightens their anxiety, and so we see an aversion to diversity, be it of opinion or ethnicity or whatever.



Bishop Desmond Tutu, bu.edu/wcp/Papers/Educ/EducVent.htm
Image from Ronald Reagan Presidential Library, public domain



In 1980, Congress passed a Senate bill 1647 to establish the Commission on Wartime Relocation and Internment of Civilians (CWRIC). The CWRIC gathered archival sources, scholarship, and personal papers that explained the government's decision and process for incarceration. The Commission also held 20 days of hearings. Over 750 policy makers and incarcerated in Washington DC, Los Angeles, San Francisco, Seattle, Chicago, New York, and Boston shared their experiences from July to December

1981.

Not everyone supported the Commission's work: *"Lillian Baker, who is very anti-Japanese, was at that meeting. She got so upset by some man who was giving a speech, she ran up to him and grabbed his papers. The sheriff had to come and take her away." The woman who told this story added that, "I sat next to the women who were supporting Lillian. When you see the hatred of somebody directed at you—and I was sitting very close to them—I thought to myself, it's that kind of dedicated hatred that got us into the camp."*

[Redress and Reparations for Japanese American Incarceration | The National WWII Museum | New Orleans](#)

The woman in the white dress on the left did not want the man with glasses to testify (she grabbed his notes).

This took place at a hearing where survivors of the internment gave testimony about how they were treated.

Result: Payment to survivors

Evanston

The Reparations Committee Thursday announced it has so far disbursed \$6.36 million to ancestors and direct descendants of the Black Evanston community.

At the June meeting Thursday, Tashiek Kerr, assistant to the city manager, announced the city has met with 116 out of 126 residents in the direct descendants group. These residents are related to Black Evanston residents who lived in Evanston from 1919 through 1969.

Those 116 received \$2,892,000, while 135 ancestors, another category of Black Evanston residents who lived in Evanston from 1919 through 1969 and were affected by housing discrimination practices such as redlining, received \$3,468,600.

Result: Payment to descendents of survivors as well as payment to the people who directly experienced the disrespect and discrimination.

<https://evanstonroundtable.com/2025/06/06/evanston-reparations-committee-milestone/>

Rosewood Massacre

Payment to survivors

Set up a scholarship fund for descendants

Florida's consideration of a bill to compensate victims of racial violence was **the first by any U.S. state**. Opponents argued that the bill set a dangerous precedent and put the onus of paying survivors and descendants on Floridians who had nothing to do with the incident in Rosewood. James Peters, who represented the State of Florida, argued that the [statute of limitations](#) applied because the law enforcement officials named in the lawsuit—Sheriff Walker and Governor Hardee—had died many years before. He also called into question the shortcomings of the report: although the historians were instructed not to write it with compensation in mind, they offered conclusions about the actions of Sheriff Walker and Governor Hardee. The report was based on investigations led by historians as opposed to legal experts; they relied in cases on information that was [hearsay](#) from witnesses who had since died. Critics thought that some of the report's writers asked [leading questions](#) in their interviews.

Even legislators who agreed with the sentiment of the bill asserted that the events in Rosewood were typical of the era. One survivor interviewed by Gary Moore said that to single out Rosewood as an exception, as if the entire world was not a Rosewood, would be "vile".^[21] State legislators who supported the bill Democrat [Al Lawson](#) and Republican [Miguel De Grandy](#), argued that, unlike Native Americans or slaves who had suffered atrocities at the hands of whites, the residents of Rosewood were tax-paying, self-sufficient citizens who deserved the protection of local and state law enforcement.

After hearing all the evidence, the [Special Master](#) Richard Hixson, who presided over the testimony for the Florida Legislature, declared that the state had a "moral obligation" to make [restitution](#) to the former residents of Rosewood. He said, "I truly don't think they cared about compensation. I think they simply wanted the truth to be known about what happened to them ... whether they got fifty cents or a hundred and fifty million dollars. It didn't matter."^[64]

Black and Hispanic legislators in Florida took on the Rosewood compensation bill as a cause, and refused to support Democratic Governor [Lawton Chiles](#)' healthcare plan until he put pressure on the Democrat controlled state assembly to vote in favor of the bill. Chiles was offended, as he had supported the compensation bill from its early days, and the legislative caucuses had previously promised their support for his healthcare plan.^[54] The legislature passed the bill, and Governor Chiles signed the Rosewood Compensation Bill, a \$2.1 million package to compensate survivors and their

descendants. Seven survivors and their family members were present at the signing to hear Chiles say

Because of the strength and commitment of these survivors and their families, the long silence has finally been broken and the shadow has been lifted ... Instead of being forgotten, because of their testimony, the Rosewood story is known across our state and across our nation. This legislation assures that the tragedy of Rosewood will never be forgotten by the generations to come.

What is your definition of a persistent reduction of opportunity for one group of people, enforced and/or tolerated by state and national government? Sounds like “systemic racism.”

Let’s compare:

Rosewood: *“Opponents argued that the bill put the onus of paying survivors and descendants on Floridians who had nothing to do with the incident in Rosewood.”*

1986 Reparations: *The reparations payments of \$20,000 per survivor of the Japanese American Internment were paid by U.S. taxpayers who had nothing to do with the internment.*

What does reparations have to do with selecting an extra name?

- a) Millions of people carry names of slaveholders.*
- b) They lost their family names because they were removed from their country of origin.*
- c) This book describes how those family names were adopted.*
- d) The political system that supported the economic structure still exists: The Federal Government.*
- e) The Federal Government eventually paid survivors of the internment.*
- f) The State of Florida eventually paid the survivors of the Rosewood Massacre and **set up a scholarship for their descendants.***

Perhaps readers see a connection between injuries to humans and the political structure that allowed inhumane treatment to take place.

How to introduce your extra name

Here is the longer version:

“I have selected an extra name that translates as **calm in the storm**. Every time you call me that, I’ll remember my hopes for the future. When you say **TUNU IJI**, you remind me about these qualities in me. **TUNU** means calm and **IJI** means storm in Yoruba, a language in Nigeria.”

Shorter version:

“Can you call me “strong and honest”? That’s like Kevin Kostner in *Dances with Wolves*. That was a name given to him by Native Americans who observed him. I selected Nguvu (strong in Swahili) and Ooto (honest in Yoruba).”

Use this list (perhaps by giving it to a student who will then lead the discussion):

1. What does your current name mean? A website where you might start is behindthename.com
2. Is that a name and quality that you want to live with?
3. **Look at a list of adjectives and qualities** and select some that you want to develop or highlight if you already have those qualities.

(After the student selects the adjectives, such as “strong and honest”):

4. **Select the language that you will use, perhaps by looking for your roots.**
5. **What languages are spoken** in those areas where your ancestors came from?
6. **If you can’t decide on a language, try Swahili**, the language that is common near Kenya and Tanzania, or Amharic, which is in Ethiopia or Yoruba in West Africa. The Rift Valley is where mankind is thought to have started (see the Lucy project), Swahili and Amharic are possible ways of connecting to your roots. After all, we are all Africans.
7. **Think about how to pronounce the name.**
To help others, use a pronunciation guide like this: ... Molefi, like “moh LEH fee”
LEH like “Leg” or “egg”
8. **Think about how to introduce your extra name to family and friends.** How will my friends and relatives react when I tell them about my additional name? Does it make a difference how I introduce to them my additional name? *Perhaps you can say*, “I want to be a flow of kind words, so can you call me that when you see me? That’s like Kevin Kostner in *Dances with Wolves*. That was a name given to him by Native Americans who observed him. I selected Dylan Math because that means a flow of kindness.”

What do you want to be?

**Choose two words that describe you.
Use Google Translate to find out what those words mean in an African
language.**

(Poster)

What two words describe you?

Honest? Strong? Reliable? Brave?

Synonyms for Nice

helpful
friendly
kind hearted
compassionate
pleasant
thoughtful
agreeable
courteous

Synonyms for Happy

cheerful
joyful
excited
satisfied
content
delighted
pleased
Glad

Synonyms for Smart

intelligent
brilliant
clever
bright
skillful
wise
brainy

Synonyms for Brave

daring
courageous
adventurous
fearless
heroic

Synonyms for Funny

amusing
hysterical

humorous
comical
hilarious

Synonyms for Thankful

appreciative
grateful

Synonyms for Active

athletic
energetic

Synonyms for Talkative

chatty
communicative

Synonyms for Shy

bashful
quiet

List of Positive Words

Below is a list of positive words that can be used to select a name that supports you.

Active	Charming	Educated
Admirable	Cheerful	Enthusiastic
Adventurous	Clean	Ethical
Agreeable	Clear-	Exciting
Amiable	headed	Extraordinary
Amusing	Clever	Fair
Appreciative	Compassionate	Firm
Athletic	Confident	Focused
Authentic	Considerate	Forgiving
Benevolent	Cooperative	Friendly
Brave	Courageous	Generous
Bright	Courteous	Gentle
Brilliant	Creative	Good-
Calm	Curious	natured
Capable	Dedicated	Grateful
Caring	Easygoing	Happy

Hard	Loyal	Self-
working	Neat	disciplined
Helpful	Nice	Selfless
Heroic	Optimistic	Sincere
Honest	Organized	Skillful
Hopeful	Passionate	Strong
Humble	Patient	Sweet
Innocent	Peaceful	Thoughtful
Intelligent	Playful	Trustworthy
Inventive	Polite	Understanding
Joyful	Principled	Unselfish
Kind	Reliable	Wise
Lively	Respectful	
Loving	Responsible	

This list come from <https://teachingmadepractical.com/character-traits-list/>

(Handout 1)

The real names of our people
were destroyed during slavery.

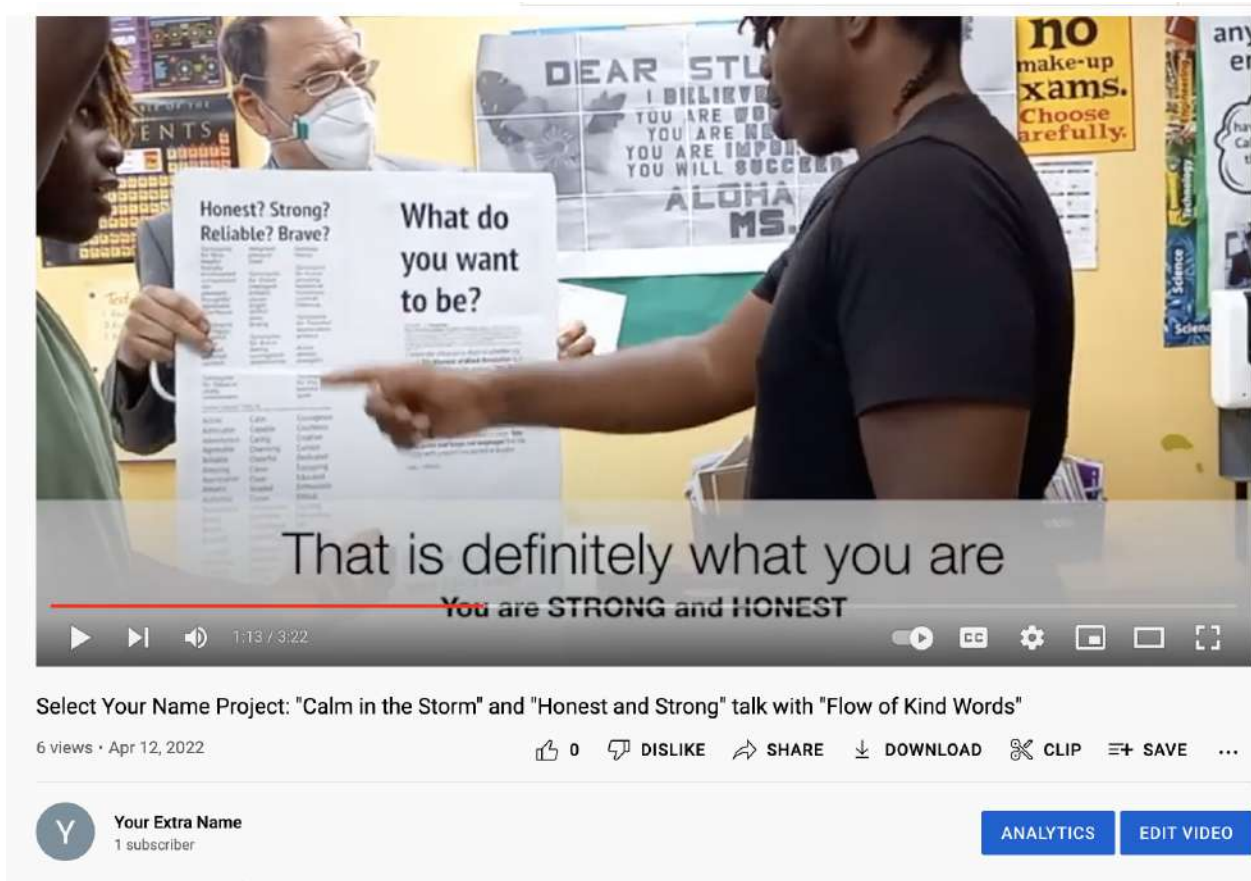
**The last name of my forefathers
was taken from them when they
were brought to America and
made slaves, and then the name
of the slave master was given,
which we refuse, we reject that
name today and refuse it. I never
acknowledge it.**

Who said that? Andrew Young? Jesse Jackson? MLK, Jr.?
John Dingle? Fannie Lou Hamer? Jesse Owens? Vanessa Williams?
Elijah Mohammed? Stokely Carmichael?

(Poster)

See the YouTube video that started the "Select Your Name" project

Search "select your name" on Youtube and you might get this as the first item in your search list.



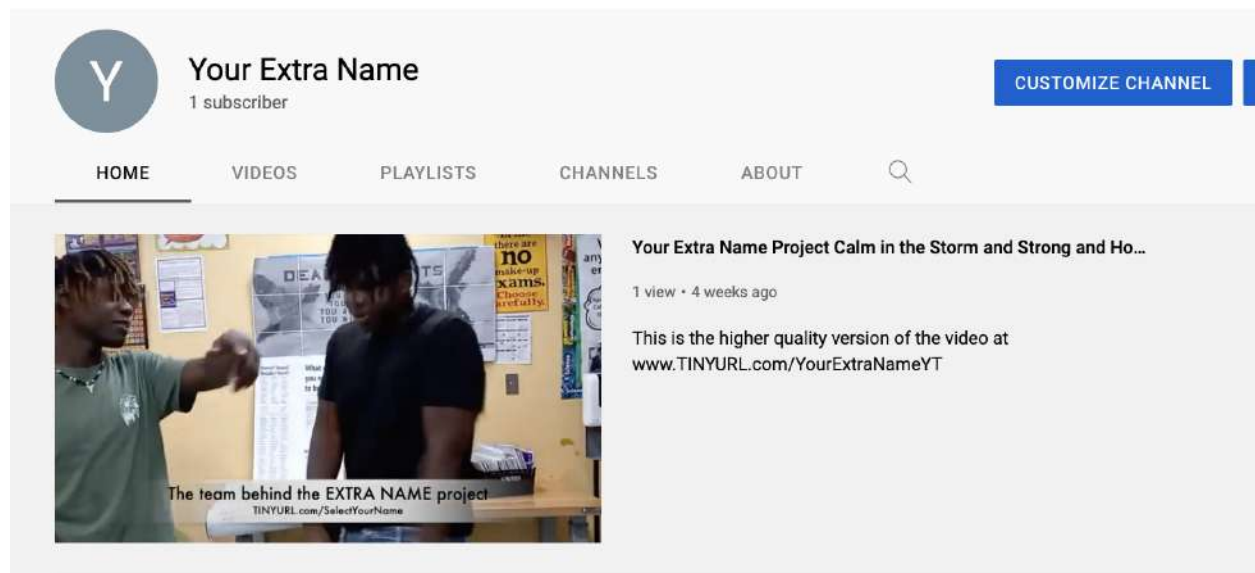
Link to this video [TINYURL.com/SelectYourNameYT](https://tinyurl.com/SelectYourNameYT), featuring Tunu Ijii (right) and Nguvu Ooto (left)

To students: Improve this message

Make a short video about how you selected your African name. Post your video on YouTube and send the link to SelectYourName@gmail.com.

(Poster)

Here is the description of the YouTube channel



Molefi Asante wrote: ***"The name Arthur L. Smith, Jr, has been betrayed by the dungeon of my American experience. Soon thereafter I added the name Molefi (which means "One who gives and keeps the traditions") to the name that I started with (Arthur Smith). My father was elated."***

"We reject the name of the slave master" The real names of our people were destroyed during slavery. The last name of my forefathers was taken from them when they were brought to America and made slaves, and then the name of the slave master was given, which we refuse, we reject that name today and refuse it. I never acknowledge it whatsoever. Malcolm X

=====

Stokely Carmichael changed his name to Kwame Ture in honor of two early proponents of Pan-Africanism, Kwame Nkrumah (Ghana) and Sékou Touré (Guinea).

So, how about you?

Step 1: what do you want people to see in you? Strong and Honest? Reliable and calm? A flow of Kind Words?

Step 2: Find a language in West Africa.

Step 3: translate your words into that language.

In the channel's first video, ***Tunu Ijii (Calm in the Storm) and Nguvu Ooto (Strong and Honest)*** greet each other and tell more about the process of selecting an additional name.

(Poster)

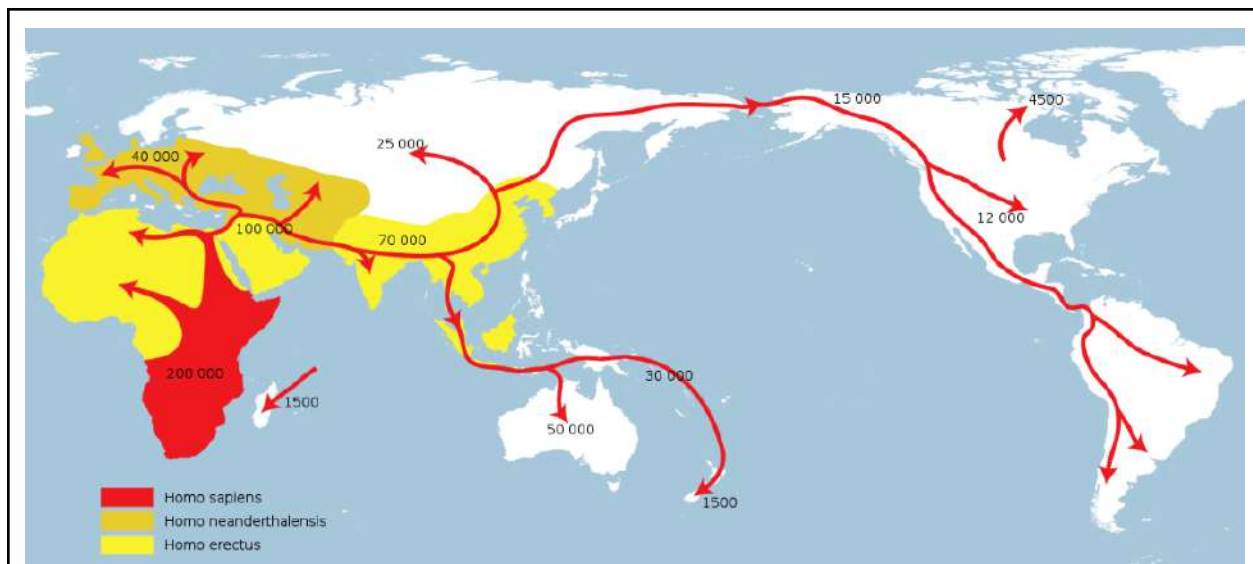
I asked the librarian in Nigeria whether my book ***The Rhetoric of Black Revolution*** had reached his campus. He replied, *"Yes, but I thought the author Arthur Smith was an Englishman."* He could not understand how a black person could have an English name. I vowed that I would change my name. The name Arthur L. Smith, Jr., inherited from my father, has been betrayed by the dungeon of my American experience. Soon thereafter I added the name **Molefi** (which means ***"One who gives and keeps the traditions"***) to the name that I started with (Arthur Smith). Excerpt from the quote that appears in Wikipedia.

(Poster)

“Genomes from remote populations can tell us about human evolutionary history”

Evelyn Jagoda, a researcher at the Broad Institute of Harvard and MIT.

DNA was taken from indigenous people in Australia and Papua New Guinea.



Genetic similarities between peoples of Eurasia, Oceania and the Americas indicate that **all non-Africans descend from a small population that left Africa roughly 60,000 years ago.**

By NordNordWest - Spreading homo sapiens ru.svg by Urutseg which based on Spreading homo sapiens.jpg by Altaileopard, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=34697001>

<https://www.discovermagazine.com/the-sciences/we-are-all-africans>

(Poster)

How to introduce people to your extra name

Here is the longer version:

“I have selected an extra name that translates as **calm in the storm**. Every time you call me that name, I’ll remember my hopes for the future. When you call me **TUNU IJI**, you remind me about these qualities in me. **TUNU** means calm and **IJI** means storm in Yoruba, a language in Nigeria.”

Shorter version:

Can you call me “strong and honest”? That’s like Kevin Kostner in *Dances with Wolves*. That was a name given to him by Native Americans who observed him. I selected **Nguvu** (strong in Swahili) and **Ooto** (honest in Yoruba).

Handouts

Make copies of the sheets for the small groups of students to use

Handout 1: What two words describe you?

Honest? Strong? Reliable? Brave?

Synonyms for Nice

helpful
friendly
kind hearted
compassionate
pleasant
thoughtful
agreeable
courteous

Synonyms for Happy

cheerful
joyful
excited
satisfied
content
delighted
pleased
Glad

Synonyms for Smart

intelligent
brilliant
clever
bright
skillful
wise
brainy

Synonyms for Brave

daring
courageous
adventurous
fearless
heroic

Synonyms for Funny

amusing
hysterical

humorous
comical
hilarious

Synonyms for Thankful

appreciative
grateful

Synonyms for Active

athletic
energetic

Synonyms for Talkative

chatty
communicative

Synonyms for Shy

bashful
quiet

Positive Character Traits List

Below is a list of 84 positive character traits that can be used to build character trait vocabulary.

Active	Charming	Educated
Admirable	Cheerful	Enthusiastic
Adventurous	Clean	Ethical
Agreeable	Clear-	Exciting
Amiable	headed	Extraordinary
Amusing	Clever	Fair
Appreciative	Compassionate	Firm
Athletic	Confident	Focused
Authentic	Considerate	Forgiving
Benevolent	Cooperative	Friendly
Brave	Courageous	Generous
Bright	Courteous	Gentle
Brilliant	Creative	Good-
Calm	Curious	natured
Capable	Dedicated	Grateful
Caring	Easygoing	Happy

Hard	Loyal	Self-
working	Neat	disciplined
Helpful	Nice	Selfless
Heroic	Optimistic	Sincere
Honest	Organized	Skillful
Hopeful	Passionate	Strong
Humble	Patient	Sweet
Innocent	Peaceful	Thoughtful
Intelligent	Playful	Trustworthy
Inventive	Polite	Understanding
Joyful	Principled	Unselfish
Kind	Reliable	Wise
Lively	Respectful	
Loving	Responsible	

This list come from <https://teachingmadepractical.com/character-traits-list/>

Handout 2

Go to www.TINYURL.com/SelectYourNameList for a longer list of translations.

Students: Here are some words translated into some African languages.
You can use Google Translate to translate other words.

	Swahili	Sotho	Yoruba
Kind	<i>Aina</i>	<i>Mosa</i>	<i>Iru</i>
Strong	<i>Nguvu</i>	<i>Matla</i>	<i>Lagbara</i>
Honest	<i>Mwaminifu</i>	<i>Tspahalang</i>	<i>Ooto</i>
Thank you	<i>Asante</i>	<i>Kea Leboha</i>	<i>e Dupe</i>
Brave	<i>Jasiri</i>	<i>Sebete</i>	<i>Akoni</i>
Deep	<i>Kina</i>	<i>Tebileng</i>	<i>Jin</i>
Helpful	<i>Kusaidia</i>	<i>Thusa</i>	<i>Wulo</i>
Gentle	<i>Mpole</i>	<i>Bonolo</i>	<i>Onirele</i>
Joyful	<i>Furaha</i>	<i>E thabileng</i>	<i>Idunnu</i>
Friendly	<i>Kirafiki</i>	<i>Motsoalle</i>	<i>Ore</i>
Positive	<i>Chanya</i>	<i>E ntle</i>	<i>Rere</i>
Trustworthy	<i>Kuaminika</i>	<i>Botshepehi</i>	<i>Gbẹkẹle</i>
Wise	<i>Hekima</i>	<i>Bohlale</i>	<i>Ogbon</i>
Patient	<i>Mgonjwa</i>	<i>Mamello</i>	<i>Alaisan</i>
Hardworking	<i>Mchapakazi</i>	<i>Khothetse</i>	<i>Alāpon</i>
Calm	<i>Utulivu</i>	<i>Khutsa</i>	<i>Tunu</i>
Caring	<i>Kujali</i>	<i>Ho tsotella</i>	<i>Abojuto</i>

On the next page is a longer list of words translated into Yoruba and Swahili.

English	Yoruba	Swahili
Active	Ti n̄siṣe l̄owọ	Inayotumika
Admirable	Iyanil̄enu	Inapendeza
Adventurous	Adventurous	Ajabu
Agreeable	it̄el̄orun	Inakubalika
Amiable	alaf̄ef̄e	Mwenye Urafiki
Amusing	amurele	Inafurahisha
Appreciative	Amoore	kukuthamini
Athletic	elere idaraya	Mwanariadha
Authentic	ojulowo	Halisi
Benevolent	oninuure	Mwenye ukarimu
Brainy	opolo	Mwenye akili
Brave	ak̄oni	Jasiri
Bright	im̄ol̄e	Mkali
Brilliant	o wuyi	Kipaji
Calm	tunu	Tulia
Capable	lagbara	Mwenye uwezo
Caring	ni abojuto ti	Anajali
Charming	pele	Inapendeza
Cheerful	onidunnu	mchangamfu

English	Yoruba	Swahili
Clean	mọ	safi
Clear-headed	ori ko o	Mwenye vichwa wazi
Clever	onilákaye	wajanja
Compassionate	aanu	Mwenye huruma
Confident	igboya	kujiamini
Considerate	oniyiwo	Mwenye kujali
Content	akoonu	maudhui
Cooperative	ifowosowopo	ushirika
Courageous	onígboyà	jasiri
Courteous	iteriba	Mwenye adabu
Creative	àtinúdá	ubunifu
Curious	iyanilenu	Kutaka kujua
Daring	onigboya	kuthubutu
Dedicated	igbèhin	Kujitolea
Delighted	Inudidun	furaha
Easygoing	lo jeje	Kwenda rahisi
Educated	kọ ẹkọ	elimu
Energetic	alagbara	Mwenye nguvu
Ethical	iwa	kimaadili
Excited	yiya	Amesisimka

English	Yoruba	Swahili
Extraordinary	extraordinary	Isiyo ya kawaida
Fair	itẹ	haki
Fearless	àibẹrù	Bila woga
Firm	duro	imara
Focused	lojutu	umakini
Forgiving	idariji	kusamehe
Friendly	ore	kirafiki
Generous	oninurere	mkarimu
Gentle	Oníreṣẹ	mpole
Glad	dun	furahi
Good-natured	oniwa rere	Mwenye tabia njema
Grateful	dupe	Mwenye skukani
Happy	dun	furaha
Hardworking	sise taratara	mchapakazi
Helpful	wulo	kusaida
Heroic	akọni	kishujaa
Hilarious	panilerin	Ya kufurahisha
Honest	ooto	mwaminifu
Hopeful	ireti	matumaini
Humble	onireṣẹ	mnyenyekevu

English	Yoruba	Swahili
Humorous	alarinrin	mcheshi
Innocent	alaiṣẹ	Wasio na hatia
Intelligent	logbon	akili
Inventive	onihumọ	uvumbuzi
Joyful	ayo	furaha
Kind	irú	aina
Lively	iwunlere	hai
Loving	ife	upendo
Loyal	olóòótọ	mwaminifu
Neat	afinju	nadhifu
Nice	dara	nzuri
Optimistic	ireti	matumaini
Organized	ṣeto	kupangwa
Passionate	kepe	shauku
Patient	alaisan	mgonjwa
Peaceful	alaafia	amani
Playful	elere	kucheza
Pleasant	dídùn	kupendeza
Pleased	dùn	furaha

English	Yoruba	Swahili
Polite	oniwa rere	heshima
Principled	opolo	kanuni
Quiet	idakeje	kimya
Reliable	gbẹkẹle	kuaminika
Respectful	towotowo	heshima
Responsible	lodidi	kuwajibika
Satisfied	itelorun	kuridhika
Self-disciplined	ara-ibawi	Nidhamu binafsi
Selfless	aimokan	Bila ubinafsi
Sincere	lododo	mkweli
Skillful	ogbon	ustadi
Strong	lagbara	nguvu
Sweet	dun	tamu
Thoughtful	laniyan	kufikiria
Trustworthy	gbẹkẹle	mwaminifu
Understanding	Oye	ufahamu
Unselfish	aimotara-ẹni-n	Wasio na ubinafsi
Wise	ologbon	busara

This list of translated words was compiled by L. J. Ramos using Google Translate.

English

Ant

Antelope

Ape

Aardvark

Baboon

Bat

Bear

Bee

Beetle

Bird

Butterfly

Camel

Cat

Chameleon

Cheetah

Chicken

Cow

Crab

Crocodile

Crow

Deer

Dog

Dolphin

Donkey

Duck

Eagle

Elephant

Fly

Frog

Help us build this list.

mynewmethods@gmail.com**Yoruba**

Edan

Tururuwa⁺⁺Biri⁺⁺

—

Obo

Adan

Kai⁺⁺Kudan zuma⁺⁺Irin kwaro⁺⁺

Eye

Labalaba

Rakunmi

Ologbo

Hawainiya⁺⁺

—

Adiẹ

Maalu

Akan

Ooni

Kẹwo

Barewa⁺⁺

Aja

—

Kẹtẹkẹtẹ

Gwaggo⁺⁺

Asa

Erin

Fo

Ọpọlọ

Swahili

Chungu

Swala, Paa

Tumbili

Muhanga

Mbuni

Popo

Dubu

Nyuki

Mende

Ndege

Kipepeo

Ngamia

Paka

Kinyonga

Duma

Kuku

Ng'ombe

Kaa

Mamba

Kunguru

Kulungu, Paa

Mbwa

Pomboo

Punda

Bata

Tai

Tembo

Nzi

Chura

English	Yoruba	Swahili
Gazelle	—	Swala
Giraffe	—	Twiga
Goat	Ewúre, Akuya ⁺⁺	Mbuzi
Hawk	Hauk ⁺⁺	Mwewe
Hippo	—	Kiboko
Horse	Eṣin, Doki ⁺⁺	Farasi
Hyena	Ikunwo	Fisi
Leopard	Amotekun	Chui
Lion	Kiniun	Simba
Lizard	Alangba	Mjusi
Lobster	Lobusta	—
Monkey	Ọbọ	Tumbili
Mosquito	Efon	Mbu
Mouse	Asin	Kipanya, puku
Octopus	Eja eṣeṣe mejo	Pweza
Ostrich	Jimina ⁺⁺	Mbuni
Owl	Owiwi	Bundi ^{***}
Parrot	Aku ⁺⁺	Kasuku
Peacock	Dawisu ⁺⁺	Tausi
Pig	Ẹlẹḍe	Nguruwe
Porpoise	Ibanuje	Nguruwe
Python	—	Chatu
Rabbit	Ehoro	Sungura

Google Translate has gaps. There are peacocks in Nigeria, so why not have a name for the bird?

***Owl: Babewana, Babewatoto, Vumatiti

English	Yoruba	Swahili
Rat	Eku	Panya
Rhinoceros	Karkanga ⁺⁺	Kifaru
Rooster	Àkùkọ	Jogoo
Shark	Shaka	Papa
Sheep	Agutan	Kondoo
Shrimp	Awọn ede	Shrimp
Sloth	Rashi ⁺⁺	Uvivu
Snail	Ìgbín	Konokono
Snake	Ejo	Nyoka
Sparrow	Ologoşẹ	Sparrow
Spider	Giru-giru ⁺⁺	Buibui
Squirrel	Okere	—
Turtle	Kunkuru ⁺⁺	Kasa
Vampire Bat	Fanpaya adan	—
Viper	Paramọlẹ	Nyoka
Vulture	Ungulu ⁺⁺	Tai
Wasp	Wasa ⁺⁺	Nyigu
Whale	—	Nyangumi
Wildebeest	—	Nyumbu
Wolf	Ìkookò	mbwa Mwitù
Zebra	Abila	Pundamil

⁺⁺Some words in the Yoruba list are from Hausa. *Look for other African languages to find translations that might appeal to your ear. For example, Stokely Carmichael selected **Ture**, which means “elephant” in Soninké, the language of the Ghana Empire. Google Translate currently offers translation into more than ten African languages including Swahili, Shona (Zimbabwe), Yoruba, Igbo and Hausa (Nigeria).*

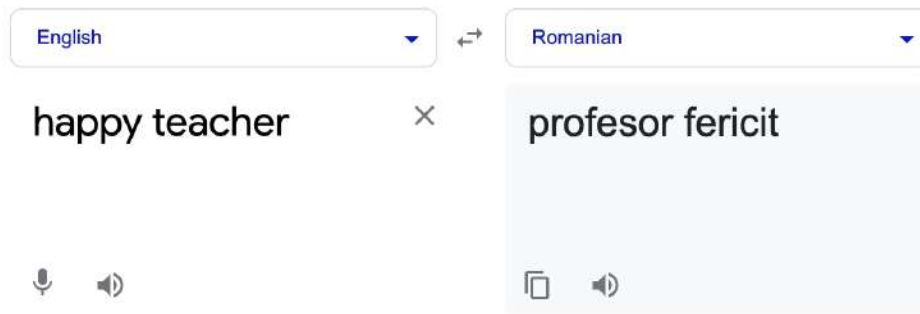
You can hunt for translations in Gogo, Haya, Ibibio, Makonde, Nyakyusa (glosbe.com/en/nyy), Nyamwezi, Sukuma, and Tumbuka.

How to pronounce words in Yoruba

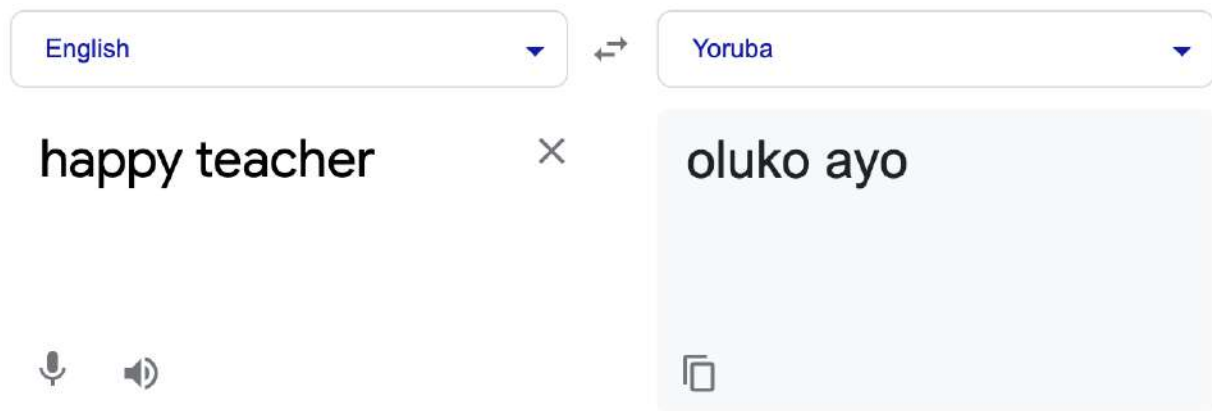
“Yoruba has three tones, which are called Dò, Re and Mí.”

<https://naijish.com/how-to-pronounce-words-in-yoruba/>

For many languages, you can click on the “speaker” icon in Google Translate to learn how to say the words that you select.



For Yoruba, there is no speaker icon, and for Swahili the icon reveals a computerized voice. It sounds like a robot. So you can go to these websites to learn how the words sound.



↑ There is no “speaker” icon

Handout 3 (not needed by many students)

(This is an optional handout. Many students will figure out these steps.)

How to find an African Name using Google Translate or by searching the Internet

Search a name in English and you might find your roots in another language

"I like the name Dylan. I wonder what it means."

Search: meaning of Dylan

son of the sea

Dylan is a Welsh name traditionally given to boys. It means **"son of the sea" or "born from the ocean."**

Dylan is derived from the Welsh words "dy", which means great, and "llanw", which means flow. Dylan's popularity as a first name is owed greatly to the Welsh poet Dylan Thomas. Jul 16, 2021

<https://www.verywellfamily.com> > ... > Baby Names

Step 1: You select the phrase "happy teacher."

Step 2: Google Translate gave you the translation

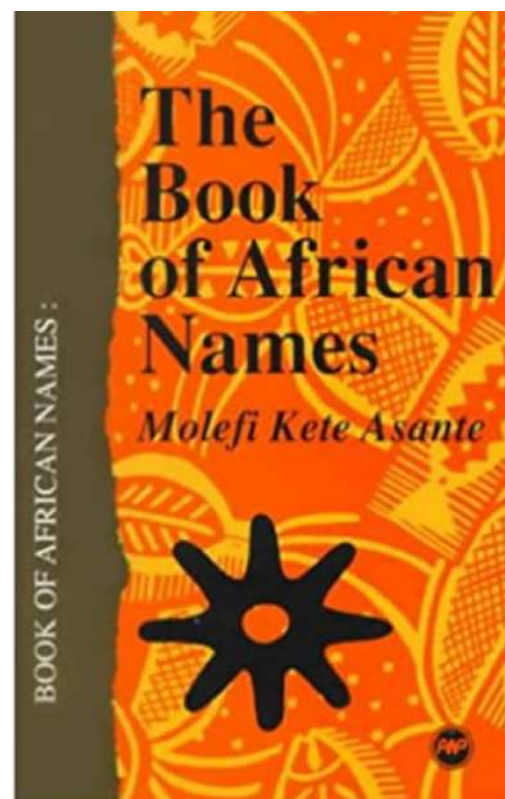
The screenshot shows the Google Translate interface. On the left, a dropdown menu is set to 'English - detected'. In the center input box, the text 'happy teacher' is entered. To the right of the input box is a small 'X' icon. On the right side, a dropdown menu is set to 'Yoruba'. The output box on the right displays the translation 'oluko ayo'.

Step 3: Go backwards. Translate the African language's phrase into English

The screenshot shows the Google Translate interface. On the left, a dropdown menu is set to 'Yoruba'. In the center input box, the text 'oluko ayo' is entered. To the right of the input box is a small 'X' icon. On the right side, a dropdown menu is set to 'English'. The output box on the right displays the translation 'teacher of joy'.

"Teacher of Joy" and "Mr. Ayo" might sound better than "happy teacher."

The real names of our people were destroyed during slavery. **The last names of my forefathers were taken from them when they were brought to America and made slaves, and then the name of the slave master was given.** We reject that name today and refuse it. I never acknowledge it whatsoever.



Who said this?

Andrew Young?
Jesse Jackson?
MLK, Jr.?
John Dingle?
Fannie Lou Hamer?
Jesse Owens?
Vanessa Williams?
Elijah Mohammed?

Congratulations

Since you are reading this page, perhaps you have selected an extra name translated into an African language.

If you have, then you have connected yourself to people (your ancestors) who migrated from East Africa more than 70,000 years ago. Imagine what those people brought with them. What cultures did they develop and experience in their migration?



Dr. Molefi Kete Asante: Afrocentricity, Knowledge and Power

6,985 views • Feb 04, 2021

337 DISLIKE SHARE DOWNLOAD SAVE

The iX Institute

*For centuries, Blacks have been marginalized and put on the periphery of Europe. For every event that we examine, we can ask, "**What is the role of African people in this event?**" Afrocentricity is a way of re-centering ourselves in the midst of our shared history.** Molefi Asante*

<https://www.youtube.com/watch?v=pTv7yjB6ztU>

By selecting an African name, you have included Africa in your understanding of your heritage. As Dr. Asante has said, you have taken a step toward expanding how you look at history.

Afrocentricity ... calls for the correction of existing Eurocentric perspectives that seek to exclude or downplay the contributions made by Africans in the development of the world. Afrocentricity therefore can be seen as a cry for the recognition of an African point of view and Africans' role and contribution to world history. Midas Chawane

<http://www.scielo.org.za/pdf/yt/n16/06.pdf>

Here's what a teacher points out:

I wear a Kinte cloth cap to make a statement, a statement that many of you may find controversial. I am a white man, a Jew, a teacher, a historian. I claim to be a multiculturalist. By wearing this cap I am saying that I study, can understand, identify with the importance of, and try to teach with sensitivity the African-American experience and the histories of the peoples of Africa. Multiculturalism and Afrocentrism are calls for inclusion and more. Multiculturalism says, "I should be in this U.S. history book, but so should you, and so should the other groups that participated in building this nation."

Singer, A. (1993). Multiculturalism and Afrocentricity: How they influence teaching of U.S. History. *Social Education* 57(6), 1993, pp. 283-286



The Legacy Museum: From Enslavement to Mass Incarceration

<https://museumandmemorial.eji.org/>

"Won't it be wonderful when black history and Native American history and Jewish history and all of U.S. history is taught from one book? Just U.S. history."

– Maya Angelou

What is next?

What words can we use to change how we discuss our differences?

How about spreading facts that support the conclusion that “we are all Africans”?

Inequality in America *from a report by AmericanProgress.org*

Blacks were more likely to need to borrow, to postpone payments, and to cut back on spending in an emergency than whites. Not surprisingly, blacks are already about twice as likely as whites—10.4 percent to 5.7 percent, respectively—to be behind on bill payments, which reflects their more precarious financial situation. That is, blacks are more in need of short-term

savings because of their day-to-day financial struggles. And as the data show, blacks have significantly less wealth than whites. The combination of greater income volatility, fewer emergency savings, and less wealth for blacks than whites creates a highly insecure economic situation for many families (*Center for American Progress*).

The racial wealth gap has persisted for decades

Wealth inequality from 1989 to 2016, by race

	Median wealth			Mean wealth		
	White	Black or African American	Ratio of black or African American to white household median wealth	White	Black or African American	Ratio of black or African American to white household mean wealth
1989	\$129,771	\$7,090	5.5%	\$436,935	\$81,571	18.7%
1992	\$106,494	\$13,417	12.6%	\$374,423	\$80,533	21.5%
1995	\$112,752	\$19,622	17.4%	\$392,000	\$72,418	18.5%
1998	\$129,014	\$24,198	18.8%	\$499,816	\$90,031	18.0%
2001	\$162,447	\$28,316	17.4%	\$652,336	\$89,671	13.7%
2004	\$169,338	\$24,927	14.7%	\$726,621	\$136,741	18.8%
2007	\$188,756	\$25,841	13.7%	\$815,063	\$154,557	19.0%
2010	\$126,063	\$17,133	13.6%	\$738,733	\$98,184	13.3%
2013	\$124,258	\$10,115	8.1%	\$732,475	\$101,851	13.9%
2016	\$142,180	\$13,460	9.5%	\$935,584	\$102,477	11.0%

Note: All dollar figures are in 2016 dollars. Nominal dollars are deflated by Consumer Price Index for Urban Consumers Research Series. Sample includes all nonretired households 25 years and older.

Source: Authors' calculations based on data in survey years from 1989 to 2016 from Board of Governors of the Federal Reserve System, "Survey of Consumer Finances (SCF)," available at <https://www.federalreserve.gov/econres/scfindex.htm> (last accessed October 2017).

Source: <https://americanprogress.org/wp-content/uploads/2018/02/RacialWealthGap-report.pdf> (used with permission).

Blacks have less stable income, less savings for emergencies, and less wealth than whites. The economic situation for many families is **highly insecure.**



William J. Levitt refused to sell Levittown homes to people of color, and the FHA, upon authorizing loans for the construction of Levittowns, included racial covenants in each deed, making each Levittown a segregated community. The first African American family, the Myers, who bought a second-hand house there in Pennsylvania, in 1957 experienced attacks on their house, and up to 500 whites gathering outside their house (Wikipedia).

Source: <https://americanprogress.org/wp-content/uploads/2018/02/RacialWealthGap-report.pdf>

Image: Gottscho-Schleisner Collection - Library of CongressCatalog: Public Domain

Black or African American households have significantly less wealth than white households, regardless of important demographic factors

Inflation-adjusted median wealth in 2016, by race, marital status, age, and income level

Demographics	White	Black or African American
Education		
No college	\$81,650	\$9,100
College or more	\$325,600	\$57,250
Marital status		
Single	\$61,000	\$5,800
Married	\$212,080	\$40,310
Age		
25–34 years	\$31,610	\$2,750
35–44 years	\$98,000	\$6,530
45–54 years	\$211,400	\$36,000
55–64 years	\$272,790	\$18,900
Income level		
Bottom fifth	\$11,700	\$1,300
Second fifth	\$37,100	\$9,620
Middle fifth	\$74,000	\$22,770
Fourth fifth	\$162,250	\$77,500
Top fifth	\$785,250	\$243,500

Note: All dollar figures are in 2016 dollars. Nominal dollars are deflated by Consumer Price Index for Urban Consumers Research Series. Sample includes all nonretired households 25 years and older.

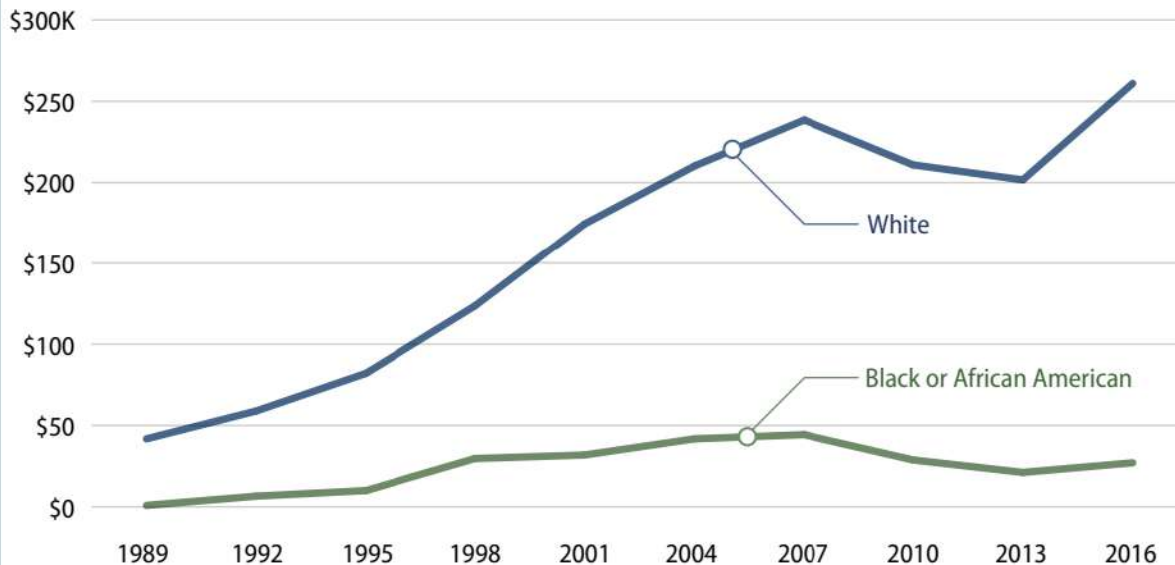
Source: Authors' calculations based on data in survey year 2016 from Board of Governors of the Federal Reserve System, "Survey of Consumer Finances (SCF)," available at <https://www.federalreserve.gov/econres/scfindex.htm> (last accessed October 2017).

Source: <https://americanprogress.org/wp-content/uploads/2018/02/RacialWealthGap-report.pdf> (used with permission).

FIGURE 3

Black or African American households have increasingly faced systematic obstacles to building wealth

Median wealth for households as they aged, by race and year



Note: All dollar figures are in 2016 dollars. Nominal dollars are deflated by Consumer Price Index for Urban Consumers Research Series. Sample includes a cohort of nonretired households as they aged from between 23 to 38 years in 1989 to between 50 and 65 years in 2016.

Source: Authors' calculations based on data in survey years from 1989 to 2016 from Board of Governors of the Federal Reserve System, "Survey of Consumer Finances (SCF)," available at <https://www.federalreserve.gov/econres/scfindex.htm> (last accessed October 2017).

Source: <https://americanprogress.org/wp-content/uploads/2018/02/RacialWealthGap-report.pdf>

Easy to type link: **tinyurl.com/selectyourname3**

These graphs were created by the Center for American Progress (www.americanprogress.org). Used with permission.

“It is cruel to say to a bootless man that he ought to lift himself by his own bootstraps.”

Martin Luther King, Jr.

The phrase “pull yourself up by your bootstraps” is attributed to a late-1800s physics school book: “Why can not a man lift himself by pulling up on his bootstraps?” So **it was meant to suggest that it was an impossible accomplishment**. Eventually, the phrase’s commonly-accepted meaning evolved, and now when we tell people to “pull themselves up by their bootstraps,” it’s implying that socioeconomic advancement is something that everyone should be able to do—albeit something difficult. – *Jess Zafaris*

uselessetymology.com/2019/11/07/the-origins-of-the-phrase-pull-yourself-up-by-your-bootstraps/



*Students must know where their ancestors fit in the picture. Multiculturalism can generate a sense of pride and engage students in the study of the past. But it is also important to know how Irish canal builders, white Protestant New England women mill workers, Chinese railway construction crews, Jewish garment workers, and enslaved black agricultural workers made possible the industrial development of the United States. Multiculturalism allows students and teachers to explore the similarities and differences in human experience. It shows the broad range of human contributions to historical development. Multiculturalism is not "feel-good" history; it is **an expanded picture** of the social history of this country. Alan Singer (emphasis added)*

How can “Being Human Being” improve our dialog about discrimination?

Molefi Asante and Nah Dove provide that expanded picture described by Alan Singer and they offer a way of looking at history and current culture without using the filter of race (an inaccurate description of human beings). Asante and Dove offer a focus on “being human being.” Instead of looking at slavery as discrimination by one group on another group, let’s look at the spectrum of *what it means to be human*.

- How was the dominant group (slaveholders) less human?
- What did the U.S. government do to support that lower status?
- What damage was done to the oppressed group?
- What can the current U.S. government do to acknowledge, apologize and rectify that damage?

Maulana Karenga described four parts of reparations and he pointed out that the theme of reparations (repairing) applies to Native Americans as well as other groups that governments have not protected from persecution and exploitation:

Interview with Maulana Karenga

(Tony Brown, 1998). *Editors have added words for clarity.*

They needed to take our brains and our capacity to stand among the rest of the nations of the world in dignity.

Reparations is a claim against the government that represents the people.

[Start with a national debate. Then...]

1: Public Admission

Make a public admission that slavery was a black holocaust. A national debate is needed before admission because many people do not acknowledge *[the magnitude of the kidnapping, loss of humanity and torture of African culture]*.

2: Apology

I don't want them to apologize for slavery. I want them to apologize for the black holocaust. We need a public admission that it was a holocaust as a result of a national debate.

3: Public recognition

Monuments, media, infusion of information in education. The meaning of this holocaust is not only to our people but also to the world. Students need to learn about holocausts that governments have allowed to happen. For example, what about Native Americans who suffered a holocaust equal to the holocaust imposed on people from Africa? Millions of Native Americans were killed and millions more were treated inhumanely. Where are the monuments and public recognition and reminders of those atrocities?

Until we come to terms with this, America will never be able to call itself a just and good society.

4: Compensation

Money, land, free health care and free education from Kindergarten through college. That would change the balance of power in this country and this needs a national debate.

In summary:

Public admission

Public apology

Recognition (including monuments and widespread education)

Compensation

And we need preventive measures to ensure that this holocaust doesn't repeat by creating a just and good multicultural society.

<https://youtu.be/ltLAU7ZlaLU>

The difference between slavery and holocaust

EXERCISE for students

Turn to your neighbor and brainstorm examples of destroying life, culture and possibility. Here are some possible topics to discuss:

L__NCHING

D__NIAL OF V__TING R__GHTS

R__MOVING AND D__STROYING __RT

OTHERS?

Enslavement means to turn people into objects of labor and use them to deny them their rights and their very identity. When you

say “slave,” no one would ask you “what kind?” A book titled *The Slave Community* or *The World Slaves Made* ... everybody assumes it's about Africans. That's what Europe [and the USA] did to us. They weren't satisfied with using our bodies for labor. They had to take our humanity, our capacity to stand among the rest of the nations in dignity.

Holocaust is more. Not slave trade, not commerce gone bad with collateral damage, It was holocaust, a morally monstrous act of genocide, both physical and cultural. It was the wrecking of life, the destruction of human life, human culture and human possibility.

There are three levels of responsibility: perpetrator, collaborator and beneficiary. Even if you didn't do it or collaborate, you still benefitted. The government and many people benefited from slavery. For example, the fine iron work in New Orleans and the building of the White House.

One of the greatest powers in the world is the power to define reality and make others accept it, even if it is to their disadvantage. We are not talking about discrimination (which requires correction and sometimes reparations), we are talking about a holocaust (which requires reparations).

Karenga means "keeper of the tradition" and Maulana means "master teacher" in Swahili

(For clarity, some words were added to this transcript of the Tony Brown program. – Editors)
[youtube.com/watch?v=ltLAU7ZlaLU](https://www.youtube.com/watch?v=ltLAU7ZlaLU)
TINYURL.com/Karengarepair quick link



Another presentation about “how to repair what the US Government did”

<https://www.youtube.com/watch?v=z84nFEYh4Ck>



A CALCULATION ABOUT REPAIRING A LOSS THAT CAN'T BE REPAIRED

Estimate by W. Darity: *It will cost between **\$13 and \$14 trillion to repair the financial harm of excluding Black Americans from full citizenship in the US for some 247 years.** Darity says that the racial wealth gap that persists to this day for those whose ancestors were enslaved must be remedied by raising the level of Black assets to a level sufficient to match the average net worth of white Americans.*
<https://www.bet.com/article/k3251o/economist-says-reparations-to-black-americans-would-total-13-to-14-trillion>

Black Americans possess 2.6 percent of the nation's wealth while constituting 13 percent of the population. **The average Black household has a net worth \$800,000 lower than the average white household.** This, in turn, corresponds to a vast chasm in capabilities and opportunities between Blacks and Whites. *W. Darity*

In past cases of reparations initiatives, a central feature has been direct payments to eligible recipients. Examples include German payments to victims of the Holocaust and their descendants, U.S. payments to Japanese Americans unjustly incarcerated during World War II, and U.S. payments to families who lost loved ones during the 9/11 terror attacks. We see no reason for a Black reparations project to be any different. Since a central goal of the Black reparations project is elimination of Black–White wealth inequality, the most effective and direct way to achieve that end is by payments to eligible recipients. *W. Darity*

*Another example of direct payment as a form of reparations: **The Florida Legislature paid \$150,000 to each person** who could prove he or she lived in survived the Rosewood massacre (1923), and provided a \$500,000 pool for people who could apply for the funds after demonstrating that they had an ancestor who owned property in Rosewood during the same time.*
en.wikipedia.org/wiki/Rosewood_massacre

<https://fiscaldata.treasury.gov/americas-finance-guide/federal-spending>

2022

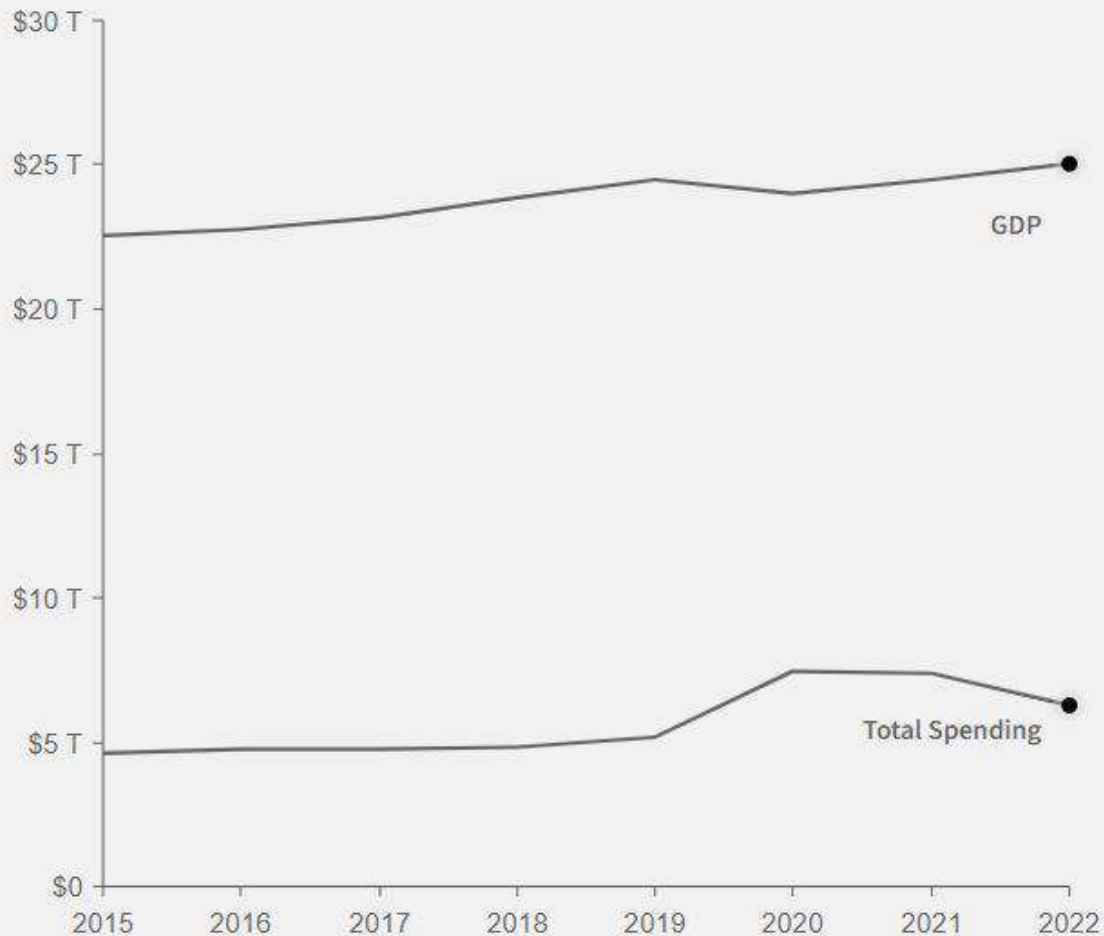
Fiscal Year

\$6.27 T

Total Spending

\$25.02 T

GDP



Visit the [Monthly Treasury Statement \(MTS\)](#) dataset to explore and download this data. The GDP data is sourced from the [Bureau of Economic Analysis](#). The inflation data is sourced from the [Bureau of Labor Statistics](#).

Last Updated: September 30, 2022

<https://fiscaldata.treasury.gov/americas-finance-guide/federal-spending>

Ten Trillion

\$10 trillion (paid over 10 years) would add about 20% to the annual budget.

Population USA: 331.9 million (2021)

Population of blacks: (2020) 46.9 million (13.6%)

\$10 Trillion divided by 46.9 million = \$213,000 per person

U.S. household income distribution 2021. In 2021, a little more than 52 percent of Americans had an annual household income that was less than 75,000 U.S. dollars. The median household income increased to 70,784 U.S. dollars in 2021.

Statista

<https://www.statista.com/statistics/203183/percentage-distribution-of-household-income-in-the-us>

Another argument indirectly in favor of reparations

https://youtu.be/th3KE_H27bs

There was a time in which the economics profession worked in the public interest, but in the neoliberal era, today, they work only for big corporations and billionaires, and that is creating a little bit of a problem. **We could choose to enact economic policies that raise taxes on the rich, regulate powerful corporations or raise wages for workers. We have done it before.** But neoliberal economists would warn that all of these policies would be a terrible mistake, because raising taxes always kills economic growth, and any form of government regulation is inefficient, and raising wages always kills jobs. Well, as a consequence of that thinking, over the last 30 years, in the USA alone, **the top one percent has grown 21 trillion dollars richer while the bottom 50 percent have grown 900 billion dollars poorer**, a pattern of widening inequality that has largely repeated itself across the world. And yet, as middle class families struggle to get by on wages that have not budged in about 40 years, neoliberal economists continue to warn that the only reasonable response to the painful dislocations of austerity and globalization is even more austerity and globalization.

The key assumption of neoliberals is that the price of something is always equal to its value, which basically means that if you

earn 50,000 dollars a year and I earn 50 million dollars a year, that's because I produce a thousand times as much value as you. Now, it will not surprise you to learn



that this is a very comforting assumption if you're a CEO paying yourself 50 million dollars a year but paying your workers poverty wages. But please, take it from somebody who has run dozens of businesses: this is nonsense. **People are not paid what they are worth. They are paid what they have the power to negotiate**, and wages' falling share of GDP is not because workers have become less productive but because employers have become more powerful.

Research describes human beings as highly cooperative, reciprocal and intuitively moral creatures. It follows logically that it must be cooperation and not selfishness that is the cause of our prosperity, and it isn't our self-interest but rather our inherent reciprocity that is humanity's economic superpower. **Nick Hanauer**

Opponents of reparations claim that payments would hurt the economy. taxes to pay for reparations could grow the economy.

*The oppressor must be liberated just as surely as the oppressed. **A man who takes away another man's freedom is a prisoner of hatred**, he is locked behind the bars of prejudice and narrow-mindedness. **I am not truly free if I am taking away someone else's freedom**, just as surely as I am not free when my freedom is taken from me. **The oppressed and the oppressor alike are robbed of their humanity.***

Nelson Mandela



"If there's anything that has prevented human beings from being human beings, then it is the discourse of racist ideas. The illusion, disruption, and distraction of racist ideas have left people stranded from the fullness of humanity."

Ibram X. Kendi

Image by Larry D. Moore, CC BY-SA 4.0

Exercise for Students

How do you define "being fully human"?

When were people who ran the US Government not fully human?

Build a list of events or actions or inactions by the US Government that you do not like.

Start by learning about the following events. Give more details.

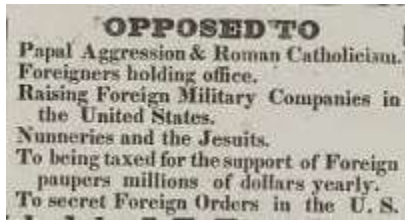
Then add to this list. How could the events, actions or inactions have been changed to allow those government employees and other citizens to "be more fully human"?*

Name of the event	What happened?	How many people?
Japanese Americans 1942	They were placed in detention camps. Some were WWI veterans.	120,000
Riots 1863	Men who could not pay to avoid service expressed their outrage	> 120 deaths (estimate)
Wounded Knee 1890	Massacre	More than 250
Dred Scott 1853	His petition to the Supreme Court was denied.	He and his family
Lynchings	Documented by National Memorial for Peace and Justice in Alabama	4,000 identified so far***
Rosewood, FL	A woman claimed a black man assaulted her. A mob took action.	6 or 27 people killed
Trail of Tears 1830	Fill in your description about tens of thousands who were displaced	> 4,000 died
Evanston, IL 1940s to 2000 **	Racial discrimination practices through policy and regulatory tools.	thousands
Cincinnati riot 1855	Locals attacked German immigrants over jobs	unknown
Cincinnati riot 1829	Blacks were driven out of town	1000
Bible riots of 1844	Mobs attacked Irish immigrants	14

**as defined by Asante and Dove. **The city set up a reparations fund in June 2019

***National Memorial for Peace and Justice <https://museumandmemorial.eji.org/>

You can start your search with these links



Anti-Catholic, anti-Irish mobs in Philadelphia destroyed houses and torched churches in the deadly Bible Riots of 1844

Image found on history.com, fair use for educational purposes

The American Black Holocaust Museum

<https://www.abhmuseum.org/> founded by a survivor of a lynching in Rosewood, Florida in 1923. en.wikipedia.org/wiki/Rosewood_massacre

Tulsa Oklahoma, "race riots." (find images at "tulsa massacre wiki").

NYC draft riots https://en.wikipedia.org/wiki/New_York_City_draft_riots

Riots in Ohio before the U.S. Civil War. https://en.wikipedia.org/wiki/List_of_Cincinnati_riots

"The refugees seeking haven in America were poor and disease-ridden. They threatened to take jobs away from Americans and strain welfare budgets. They practiced an alien religion and pledged allegiance to a foreign leader. They were bringing with them crime. They were accused of being rapists. And, worst of all, these undesirables were Irish."

<https://www.history.com/news/when-america-despised-the-irish-the-19th-centurys-refugee-crisis>

National Museum of the American Indian museum (another genocide and holocaust)

<https://www.si.edu/museums/american-indian-museum>



*The **National Memorial for Peace and Justice**, informally known as the **National Lynching Memorial**. <https://museumandmemorial.eji.org/>*

Image by Soniakapadia - Own work, CC BY-SA 4.0,

Let's go international

Exercise for Students

How do you define "being fully human"?** When were people who worked for governments in other countries not fully human? Look up "democide"*** and write the definition in your own words.

Build a list of events or actions or inactions by several governments.

Start by learning about the following events. Give more details.

Then add to this list. How could the events, actions or inactions have been changed to allow those government employees to "be more fully human"?**

Name of the event	What happened?	How many people?
-------------------	----------------	------------------

Irish potato famine	Fungus killed half of the potatoes	millions
Soviet Union	Stalin (do we need to say more?)	> 9 million
China, Uyghur genocide	Detentions, forced labor, sterilization, torture, beatings,	Mass deaths
Armenian genocide		

**as defined by Asante and Dove.

***Democide = "the intentional killing of an unarmed or disarmed person by government agents acting to implement government policies or high command" (Rudolph Rummel). Genocide = the intentional destruction of a people—usually defined as an ethnic, national, racial, or religious group—in whole or in part. <https://en.wikipedia.org/wiki/Democide>

Article II of the Genocide Convention prohibits "acts committed with intent to destroy, in whole or in part," a "racial or religious group" including "causing serious bodily or mental harm to members of the group" and "measures intended to prevent births within the group." https://en.wikipedia.org/wiki/Genocide_Convention

Start your searches on the Internet here

Irish potato famine: Ask "What could governments have done?"

British lawmakers were such adherents to laissez-faire capitalism that they were reluctant to provide government aid, lest it interfere with the natural course of free markets to solve the humanitarian crisis. "Great Britain cannot continue to throw her hard-won millions into the bottomless pit of Celtic pauperism," sneered the *Illustrated London News* in March 1849. Charles E. Trevelyan, the British civil servant in charge of the apathetic relief efforts, even viewed the famine as a divine solution to Hibernian overpopulation as he declared, "The judgment of God sent the calamity to teach the Irish a lesson, that calamity must not be too much mitigated."

<https://www.history.com/news/when-america-despised-the-irish-the-19th-centurys-refugee-crisis>

Holocaust and other genocides:

A clear and well-informed understanding of the Holocaust, the paradigmatic genocide, may help educators and students understand other genocides, mass atrocities, and human rights violations.

<https://www.holocaustremembrance.com/resources/educational-materials/holocaust-and-other-genocides>

Black War of Tasmania, 1820s–1832.

This was a guerrilla war fought between European settlers and Aboriginal Tasmanians, which resulted in the deaths of nearly 900 Aboriginal locals and the near extinction of the island Aboriginal population. https://en.wikipedia.org/wiki/Colonialism_and_genocide

Arawak

In 1503 the Spanish placed groups of indigenous peoples under Spanish oversight, which led to the legally sanctioned forced labor under brutal conditions with a high death rate.^[49]

Their actions led to the annihilation of entire tribes such as the Arawak.^[50] Many Arawaks died from lethal forced labor in the mines, in which a third of workers died every six months.^[51] According to historian David Stannard, the Spanish pushed "many millions of native peoples in Central and South America to early and agonizing deaths."

https://en.wikipedia.org/wiki/Genocide_of_indigenous_peoples

Southwest Africa

The German colonial authorities carried out genocide in German South-West Africa (GSWA) and the survivors were incarcerated in concentration camps. Between 1885 and 1918, the indigenous population of Togo and the Cameroons suffered starvation from scorched earth tactics and forced relocation for use as labor. General Lothar von Trotha, appointed as head of the German forces in GSWA by Emperor Wilhelm II in 1904, gave the order for the German forces to push natives into the desert where they would die. In 2004, the German state apologised for the genocide.

https://en.wikipedia.org/wiki/Genocide_of_indigenous_peoples

Democide

The death toll from democide is far greater than the death toll from war. After studying over 8,000 reports of government-caused deaths, Professor Rummel estimated that there have been 262 million victims of democide in the last century.

<https://en.wikipedia.org/wiki/Democide>

At the end of this book are mini-posters measuring 8.5 inches by 11 inches (22 cm by 29 cm) to hang on classroom walls.

We hope you will suggest other posters. Why not ask students to design posters to spread these ideas?

Let's adopt a vision of a united humanity. The Human Genome Project proves that our ancestors came from the African continent. Let's reject the ways that modern society justifies its divisions, privileges, and punishments.

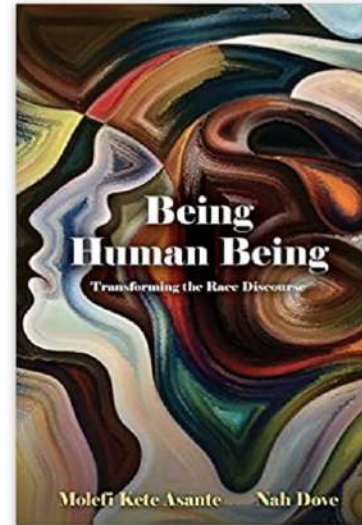


Being Human Being by Molefi Asante and Nah Dove

Image: <https://www.washburn.edu/cas/history/stucker/AfricaOutlineMap.html>

*You are invited to help us transform discussions about race. Start by searching **Molefi Asante, Nah Dove** and **Being Human Being**.*

*"If there's anything that has prevented human beings from being human beings, then it is the discourse of racist ideas. **Being Human Being** cogently and clearly reveals the illusion, disruption, and distraction of racist ideas, which have left people conceptually stranded from the fullness of humanity. And this moving book goes a step farther. Molefi Kete Asante and Nah Dove return us to the ancient idea of Ma'at – thus returning us to humanity."* Ibram X. Kendi, PhD, professor of history, Boston University



*During a time of high racial tension, **Being Human Being** seeks to dispel divisiveness, and instead present a vision of a united humanity. With scientific basis established from The Human Genome Project, the authors explore what it means to be human, the myth of race, and the importance of common identity. The conclusions of the Human Genome Project discredit those who deny humanity's genesis on the African continent; and, they allow for new examination of the fictitious basis upon which modern society justifies its divisions, privileges, and punishments. In this book, the discourse navigates the complex illusion of race by tracing its*

*cultural and religious origins. Furthering the ideas brought forth in Ibram X. Kendi's critically acclaimed book **How to Be An Antiracist**, the authors express the power in ending the language of race entirely, bringing forth a new era in which racism no longer plagues the human experience. With in depth evidence surrounding the colloquial misuse of the term "race," **Being Human Being** argues that the term human, robust and newly re-envisioned, eradicates the need for the illusion of categorical racial boundaries. The authors, in their acknowledgement of the differences that exist among humans, found that such distinctions are*

more easily explained culturally rather than "racially." Even so, habitual reference to these racial partitions are ingrained into many aspects of the contemporary landscape. Knowing this, **Being Human Being** addresses the challenges of exchanging race for humanity within mainstream media, academic circles, and pop culture.

Being Human Being depicts the importance of education in combating those who benefit from, and promote,

racism. Educating the masses would allow multicultural, pluralistic societies to be achieved in a practical way. The authors suggest that humanity is hindered by its disunity, and that through concepts like Ma'aticity, the ancient way of becoming human, society can achieve its highest potential. Featuring an array of examples, illustrations, and theoretical models, **Being Human Being** demonstrates that the only race is the human race.



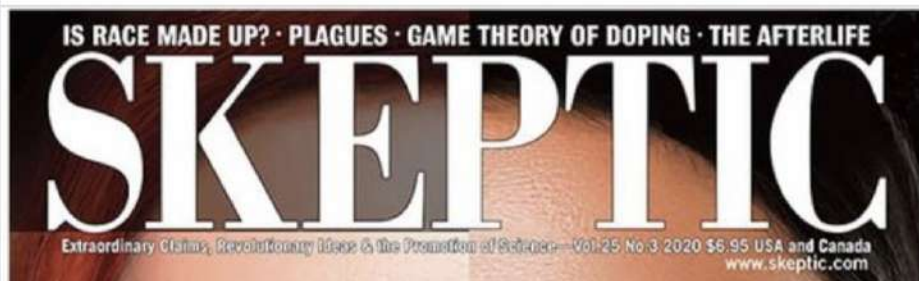
Race and Reality: What Everyone Should Know About Our Biological Diversity

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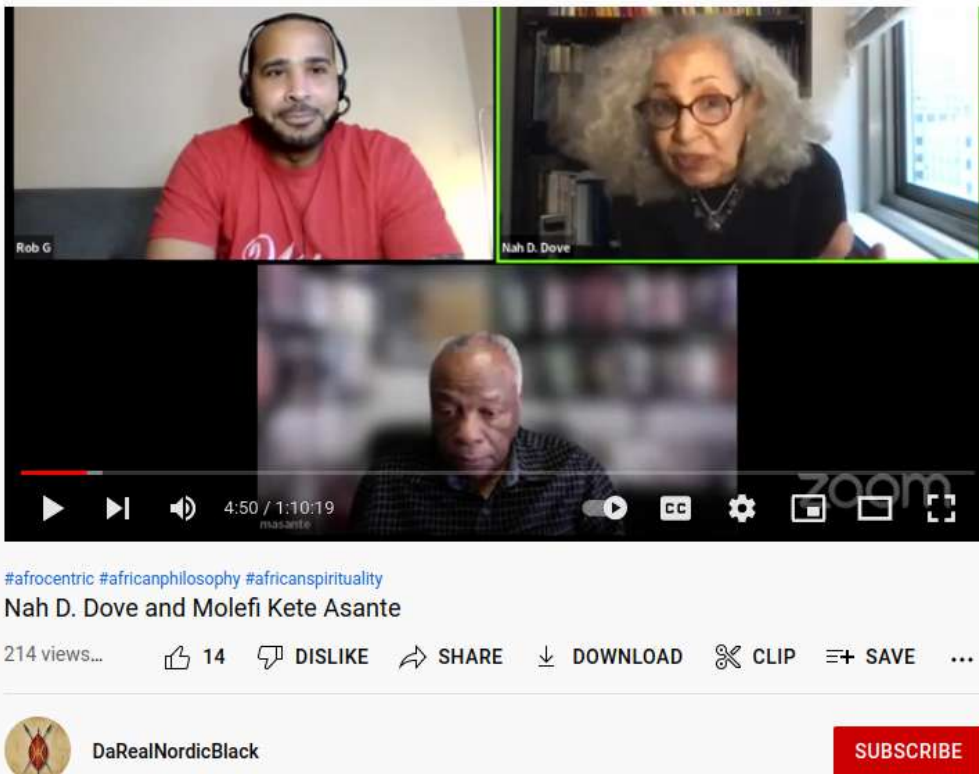
Contrary to the misguided belief in naturally evolved races, we are not a collection of subspecies separated by biological canyons. All humans alive today are 99.9 percent genetically the same. All humans share the same origin.

We made these walls.

We are one weird, beautiful family.



(Seen on Facebook)



*Streamed in
February
2022*

<https://www.youtube.com/watch?v=FbMiB0JkSos> TINYURL.com/Selectinterview1
Critical Race Theory – Dr. Asante points out that some people believe that CRT is
“anything that is critical of white people” (at minute 11).

“Education leads to enlightenment. Enlightenment opens the way to empathy. Empathy foreshadows reform.”

Derrick Bell. He is often credited as one of the originators of critical race theory along with Richard Delgado, Charles Lawrence, Mari Matsuda, and Patricia Williams (Wikipedia).

We are all Africans.

Being Human Being by Molefi Asante and Nah Dove

Image: <https://www.washburn.edu/cas/history/stucker/AfricaOutlineMap.html>

Let's adopt a vision of a united humanity. The Human Genome Project proves that our ancestors came from the African continent. Let's reject the ways that modern society justifies its divisions, privileges, and punishments.



***Let's end the
language of
race entirely.***

*The differences that
exist among humans
are easily explained
culturally rather than
"racially."*

We are all Africans. Between any two humans, the amount of genetic variation is about 1/10th of 1 percent. This means that about one base pair out of every 1,000 will be different between any two individuals. <https://www.ncbi.nlm.nih.gov/>

The difference between each other is about 1/10th of 1 percent. This means that about 999 parts out of every 1,000 parts will be the same between any two individuals. ncbi.nlm.nih.gov

We are 99.9% the same. We are all Africans.

**By becoming human,
society can achieve
its highest potential.
The only race is the
human race.**

Instead of focusing on our cultural differences (race),

***Let's encourage each other to focus on
truth, balance, order, harmony, law,
morality, and justice.***

Ma'aticity, the ancient way of becoming human

Truth, balance, order, harmony, law, morality, and justice. *Ma'aticity, a way of becoming human*

The doctrine of Ma'at

The declarations to Rekhti-merti-f-ent-Ma'at and these negative affirmations are listed in the Papyrus of Ani:

I have not done iniquity to mankind.

I have not done harm unto animals.

I have not acted wickedly.

I have not caused misery.

I have not caused affliction.

I have not caused pain.

I have not killed.

I have not asked someone to kill another person for me.

I have not done harm to mankind.

I have not stolen from the orchard.

I have not trampled down the fields.

I have not added to the weight of the balance.

I have not diminished the weight of the balance.

I have not carried off the milk from the mouth of the babe.

I have not driven away the cattle which were upon their pastures.

I have not done wrong.

I have not robbed anyone.

I have not slain men.



I have not spoken lies.

I have not carried off food.

I have not acted deceitfully.

I have not desolated plowed lands.

I have not been an eavesdropper.

I have not set my mouth in motion [against any man].

I have not raged except with a cause.

I have not polluted myself.

I have not caused terror.

I have not committed offense

I have not inflamed myself with rage.

I have not made deaf myself to the words of right and truth.

I have not caused grief.

I have not acted rudely.

I have not stirred up trouble.

I have not judged hastily.

I have not harmed, I have not done evil.

I have not fouled water.

I have not been haughty with my voice.

I have not cursed God.

I have not committed theft.

en.wikipedia.org/wiki/Maat

***When we say
“human,” we
remove the
illusion of racial
boundaries.***

***Let's talk back
to people who
promote racism.
After all,
we are all Africans.***



*The only
race is
the
human
race.*



Being Human Being by Molefi Asante and Nah Dove

Image: <https://www.washburn.edu/cas/history/stucker/AfricaOutlineMap.html>

Help us spread the "Select Your Name" project

- 1. Download a free copy of this ebook at tinyURL.com/SelectYourName, then email it to teachers and directors of schools.*
- 2. Share the following article (submitted to LearningForJustice.org)*

*Text comments and suggestions to +1 954 693 6379
mynewmethods@gmail.com*

(This article was submitted to Learning For Justice, a journal for teachers)

Possible titles for this article:

What is in an African name?

You deserve an extra name, too

How can an extra name prepare us for the future?

By Molefi Kete Asante and Maneno Mazuri

Are you looking for a project that asks students to apply to themselves what they have learned about Black history? Then invite your students to do what Frizzel Gray, Arthur Smith, Malcolm Little, and Stokely Carmichael did: **select an extra name that has roots in Africa.**

Forbidden, forgotten names

What happened to the names of the African ancestors of your students? Most captured Africans had their names changed when they become slaves. They were referred to as “Mr. Smith’s Bob” or “Mr. Madison’s Betty.” After 1865, freedmen did not have names that were separate from the enslaved

status into which they had been born.

After many generations, African Americans no longer knew the names of their African ancestors. Yet the condition of freedom demanded a legal name to reflect their status as free people. Their legal names had to include a given name and a surname. Unable to recall their original names or the names of their ancestors, many Africans chose the names of slaveholders or the names of famous whites. For example, some of the popular names chosen were Washington, Lincoln, Johnson, Jackson and Lee. This may explain why more African Americans than whites carry some of these surnames.

Claim your past

Alex Haley (1921-1992), the author of *Roots*, claimed to have traced his family lineage back to Kunta Kinte, an African taken from the village of Juffure in what is now The Gambia. Haley also said that the descriptions of slaves and masters were based on what he had confirmed through historical

documents. In the concluding chapter of *Roots*, Alex Haley wrote: *"To the best of my knowledge and of my effort, every lineage statement within Roots is from either my African or American families' carefully preserved oral history, much of which I have been able conventionally to corroborate with documents"* (Haley, 2007).

"Consider what black teenagers might feel after reading this title: ***How America's Structural Racism Helped Create the Black-White Wealth Gap*** (a report by the Center for American Progress). My students talk about racism in their lives. They hear stories about how their relatives have experienced unfair treatment. They can't trace their ancestors the way other students can (to Asia, South America and Europe). What is something that students can do today to redescribe their personal history? Do what Dr. Asante did: select African names that describe their aspirations." – Maneno Mazuri, teacher, SunFire High School, Oakland Park, FL

Critics of Haley's book point to inaccuracies and a lack of written evidence to support his work. Haley's friend, Harvard historian Henry Louis Gates, believed that *Roots* was not a "strictly historical" document. Gates added that Haley probably did not find the

actual village where his ancestors were from (Radiotimes.com).

Who cares?

Did Alex Haley's forefathers come from the Ivory Coast or Ghana or the Gambia or Senegal? It doesn't matter. When Alex Haley told

himself that he had found the village of his forefather Kunta Kinte, something inside him probably became stronger. Kinte had survived the Middle Passage. Something indestructible in the genes that Haley received came from his ancestors, whatever their names were.

When our extra name connects us to our past, we can claim the strengths of our ancestors. We, like Haley, can take comfort knowing that whatever obstacles come against us, we have within us the fortitude and persistence that carried our ancestors ahead. We teachers can give space for our students to realize that they carry in them the same courage and moral fiber that their ancestors had.

Objective

This lesson will connect the study of the Middle Passage with

something that students live with (the surname adopted after the time of slavery in the United States). The process of selecting an extra name will apply the lessons of Black History to each student's daily life.

How to start

Use the power of a quote: ***The last name of my forefathers was taken from them when they were brought to America and made slaves, and then the name of the slave master was given. We reject that name today and refuse it. Malcolm X***

A second quote gives students an example about how to go about finding a name: ***The name Arthur L. Smith, Jr., inherited from my father, has been betrayed by the dungeon of my American experience. I changed my name to Molefi (which means "one who gives and keeps the traditions").***

Our names are an important part of our identity. They carry deep personal, cultural, familial, and historical connections. **Our names also give us a sense of who we are, the communities in which we belong, and our place in the world.** *Iman Baobeid*

students.ubc.ca/sites/students.ubc.ca/files/Importance_of_Names_Guide_v2.pdf

The procedure

The teacher pulls two students aside (while the rest of the students are engaged in classwork) to look at the two quotes. The teacher asks the first student to read the first quote and and typically the other student says, *"That is so true. I have never thought about it. My last name is the name of my great great grandfather's slave master."*

The teacher talks with the two students about how Arthur Smith, a professor of history, decided to select an additional name: Molefi Asante. The teacher then shows the list of 17 adjectives with translations. The list is on one page to allow several students to look at the same page together without flipping pages.

Both students select two or three adjectives to describe themselves. (If the students can't find adjectives to describe themselves, then a longer list is shown to the students.) The students accept the translation of their two adjectives or they hunt for translations in

other languages using Google Translate.

The next stage is for the two students to repeat this discussion with four other students. The four new students find their African names. Then those six students are student leaders for the rest of the class. Divide the students into six groups that include one student leader for each group.

Encourage the student leaders to keep the lesson simple:

"Select two or three words that describe you." You will need a total of six sets of photocopies.

The following actions will support the procedure:

1. *Keep everything on paper.*
It's possible to do much of this lesson with mobile phones or a laptop. However, paper increases the likelihood that your students will not be distracted by wandering on the Internet.
2. *Ask students to lead the activity.* The focus is on students, so find time to train some students to present

the information. (Resist the temptation to give a stunning lecture.)

3. *Check with your principal.* One principal who heard the phrase “select an extra name” asked, “Is this going to encourage kids to set up a false identity to commit fraud?”
4. *Inform parents.* Send a short email message to parents to get their support. Explain that the project does not require or suggest that students should legally change their names. *“The project informs students about what happened to the names of ancestors who were taken from Africa by force.”*

Flip the class

The “flip the lesson” method can be used to give students more time to think about the objective. Set up a camera or mobile phone on a tripod and make a short video (ideally with two student leaders). You can see an example of two student leaders (“Calm in the Storm” and “Strong and Honest”) talking about their extra names on video. The video is at

TINYURL.com/selecttwo. This video could be shown to your students, but there might be a greater impact on your students if the two student leaders make their own short video as a preview of the lesson. The “flip” happens when the short video is sent to the other students in the classroom to view at least a day before the project starts.

More adjectives

Some students might want to select an adjective that does not appear on the short list of adjectives. Assign one student in each group the role of tech assistant to use a computer or mobile phone and give the tech assistant a list of the 22 African languages currently on Google Translate. For example, if a student selects “hungry for knowledge,” the tech assistant enters that phrase into Google Translate to find words in an African language that meet the student's expectations.

Does selecting a name make a difference?

Sure. When we hear a friend calling us by a name that we have selected for ourselves, the friend

is reinforcing the reason why we selected that name. When a colleague says, “Dr. Molefi, do you have time to reply to this email message?,” the meaning of his name reminds Dr. Molefi about his calling (“the protector of traditions”).

What about students who have ancestors from Asia, Europe or South America? **We are all Africans.** This lesson emphasizes our common roots from more than 75,000 years ago when some of our common ancestors left the Rift Valley of Kenya. Anyone can select a name that comes from Africa.

To conclude, let’s tell our students what the poet Edgar Guest wrote:

*Courage comes from the soul within
The man must furnish the will to win.
So figure it out for yourself, my [lass
and] lad,
You were born with all that the great
have had.
With your equipment they all began.
So get hold of yourself and say, “I can.”*

That “I can” is why an extra name is important to people who currently believe that students can’t trace their family’s history back to Africa. *Oh, yes, they can.*

The authors

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Maneno Mazuri teaches at SunFire High School, a public charter school in Oakland Park, Florida. His students Tunu Ijii and Nguvu Ooto inspired Maneno when they said, “*That is so true*” after reading the Malcolm X quote and “*I want to do that*” after learning about Dr. Asante’s reason for selecting an African name.

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Expose people to your extra name

Instead of using your African name immediately when other students are nearby, use the English translation: "Hey, Calm in the Storm, how is that project going?" and "Please give this book to Strong and Honest."

The reaction might be "*Huh? Who is that?*" "Oh, that's John Milfort. He selected Nguvu Ooto as his extra name. It means *strong and honest*."

The free materials related to this project can be downloaded from

TINYURL.com/SelectYourNameFolder and TINYURL.com/SelectYourNameList. If you have

suggestions about how to improve this project, send your comments to

MyNewMethods@gmail.com.

People who claimed their African ancestry

Frizzell Gerald Gray: **Kweisi Mfume**, "son of the conquering king."

Arthur Smith: **Molefi Kete Asante**, "he gives and keeps the traditions."

Malcolm Little: **Malik Al-Shabazz**, "king" and "royal falcon."

Stokely Carmichael: **Kwame Ture**, "born on Saturday" and "elephant."

Charles Lilly (designer of Dr. Asante's textbook, *African American History: A Journey of Liberation*, 2002): **Nyatafa Nutala**, "artist of integrity."

Jerid P. Woods (author): **Akili Nzuri**, "good mind").

Ibram Henry Rogers: **Ibram X. Kendi**, "the loved one" and **Xolani**, "peace."

Ronald McKinley Everett (founder of Kwanzaa): **Maulana Karenga**, "master teacher" and "keeper of the tradition."

We invite teachers to improve this method: "*Many ideas grow better when transplanted into another mind than the one where they sprang up*" (Oliver Wendall Holmes).

We have avoided using some traditional names like “Sunday” or “second child,” which do not show the aspirations of the child. The 17 words on this list show a focus on the future and a capacity for humanity (not a circumstance of birth).

	Swahili	Sotho	Yoruba
Kind	<i>Aina</i>	<i>Mosa</i>	<i>Iru</i>
Strong	<i>Nguvu</i>	<i>Matla</i>	<i>Lagbara</i>
Honest	<i>Mwaminifu</i>	<i>Tspahalang</i>	<i>Ooto</i>
Thank you	<i>Asante</i>	<i>Kea Leboha</i>	<i>e Dupe</i>
Brave	<i>Jasiri</i>	<i>Sebete</i>	<i>Akoni</i>
Deep	<i>Kina</i>	<i>Tebileng</i>	<i>Jin</i>
Helpful	<i>Kusaidia</i>	<i>Thusa</i>	<i>Wulo</i>
Gentle	<i>Mpole</i>	<i>Bonolo</i>	<i>Onirele</i>
Joyful	<i>Furaha</i>	<i>E thabileng</i>	<i>Idunnu</i>
Friendly	<i>Kirafiki</i>	<i>Motsoalle</i>	<i>Ore</i>
Positive	<i>Chanya</i>	<i>E ntle</i>	<i>Rere</i>
Trustworthy	<i>Kuaminika</i>	<i>Botshepehi</i>	<i>Gbẹkẹle</i>
Wise	<i>Hekima</i>	<i>Bohlale</i>	<i>Ogbon</i>
Patient	<i>Mgonjwa</i>	<i>Mamello</i>	<i>Alaisan</i>
Hardworking	<i>Mchapakazi</i>	<i>Khothetse</i>	<i>Alăṣọṇ</i>
Calm	<i>Utulivu</i>	<i>Khutsa</i>	<i>Tunu</i>
Caring	<i>Kujali</i>	<i>Ho tsotella</i>	<i>Abojuto</i>

Teachers can also select and use African names.

***There is only one race:
The human race.***

Being Human Being by Molefi Asante and Nah Dove

Image: <https://www.washburn.edu/cas/history/stucker/AfricaOutlineMap.html>



Copies of the Handouts

Please cut out the following 15 pages (pages 113 to 127). These pages make one set for you to use in your classes. The cover sheet (p. 113) gives students an option.

To extend the learning beyond the project of “Select Your African Name,” six posters are included to spread some of the messages of this book (afrocentricity, claim our heritage, there is only one race, economic justice).

What do you think about these quotes?

Quote 1: The real names of our people were destroyed during slavery. The last name of my forefathers was taken from them when they were brought to America and made slaves, and then the name of the slave master was given, which we refuse, we reject that name today and refuse it.

Quote 2: The name Arthur L. Smith, Jr., inherited from my father, has been betrayed by the dungeon of my American experience. I added the name Molefi (which means "**One who gives and keeps the traditions**") to the name that I started with (Arthur Smith).

Project: You can select an extra name from an African language. What two words describe you?

These pages will guide you and other students to do what Arthur Smith, Cassius Clay, Frizzell Gray, Stokeley Carmichael and hundreds of other people have done: They selected an extra name with roots in Africa. Let's get started.

How to introduce people to your extra name

Here is the longer version:

“I have selected an extra name that translates as **calm in the storm**. Every time you call me that name, I’ll remember my hopes for the future. When you call me **TUNU IJI**, you remind me about these qualities in me. **TUNU** means calm and **IJI** means storm in Yoruba, a language in Nigeria.”

Shorter version:

Can you call me “strong and honest”? That’s like Kevin Kostner in *Dances with Wolves*. That was a name given to him by Native Americans who observed him. I selected **Nguvu** (strong in Swahili) and **Ooto** (honest in Yoruba).

Handout 1: What two words describe you?

Honest? Strong?

Reliable? Brave?

Synonyms for Nice

helpful
friendly
kind hearted
compassionate
pleasant
thoughtful
agreeable
courteous

Synonyms for Happy

cheerful
joyful
excited
satisfied
content
delighted
pleased
Glad

Synonyms for Smart

intelligent
brilliant
clever
bright
skillful
wise
brainy

Synonyms for Brave

daring
courageous
adventurous
fearless
heroic

Synonyms for Funny

amusing
hysterical

humorous
comical
hilarious

Synonyms for Thankful

appreciative
grateful

Synonyms for Active

athletic
energetic

Synonyms for Talkative

chatty
communicative

Synonyms for Shy

bashful
quiet

Positive Words

Below is a list of positive words to help you find an extra name.

Active	Charming	Educated
Admirable	Cheerful	Enthusiastic
Adventurous	Clean	Ethical
Agreeable	Clear-	Exciting
Amiable	headed	Extraordinary
Amusing	Clever	Fair
Appreciative	Compassionate	Firm
Athletic	Confident	Focused
Authentic	Considerate	Forgiving
Benevolent	Cooperative	Friendly
Brave	Courageous	Generous
Bright	Courteous	Gentle
Brilliant	Creative	Good-
Calm	Curious	natured
Capable	Dedicated	Grateful
Caring	Easygoing	Happy

Hard	Loyal	Self-
working	Neat	disciplined
Helpful	Nice	Selfless
Heroic	Optimistic	Sincere
Honest	Organized	Skillful
Hopeful	Passionate	Strong
Humble	Patient	Sweet
Innocent	Peaceful	Thoughtful
Intelligent	Playful	Trustworthy
Inventive	Polite	Understanding
Joyful	Principled	Unselfish
Kind	Reliable	Wise
Lively	Respectful	
Loving	Responsible	

This list come from <https://teachingmadepractical.com/character-traits-list/>

Handout 2

Go to www.TINYURL.com/SelectYourNameList for a longer list of translations.

Students: Here are some words translated into some African languages. You can use Google Translate to translate other words.

	Swahili	Sotho	Yoruba
Kind	<i>Aina</i>	<i>Mosa</i>	<i>Iru</i>
Strong	<i>Nguvu</i>	<i>Matla</i>	<i>Lagbara</i>
Honest	<i>Mwaminifu</i>	<i>Tspahalang</i>	<i>Ooto</i>
Thank you	<i>Asante</i>	<i>Kea Leboha</i>	<i>e Dupe</i>
Brave	<i>Jasiri</i>	<i>Sebete</i>	<i>Akoni</i>
Deep	<i>Kina</i>	<i>Tebileng</i>	<i>Jin</i>
Helpful	<i>Kusaidia</i>	<i>Thusa</i>	<i>Wulo</i>
Gentle	<i>Mpole</i>	<i>Bonolo</i>	<i>Onirele</i>
Joyful	<i>Furaha</i>	<i>E thabileng</i>	<i>Idunnu</i>
Friendly	<i>Kirafiki</i>	<i>Motsoalle</i>	<i>Ore</i>
Positive	<i>Chanya</i>	<i>E ntle</i>	<i>Rere</i>
Trustworthy	<i>Kuaminika</i>	<i>Botshepehi</i>	<i>Gbẹkẹle</i>
Wise	<i>Hekima</i>	<i>Bohlale</i>	<i>Ogbon</i>
Patient	<i>Mgonjwa</i>	<i>Mamello</i>	<i>Alaisan</i>
Hardworking	<i>Mchapakazi</i>	<i>Khothetse</i>	<i>Alăpon</i>
Calm	<i>Utulivu</i>	<i>Khutsa</i>	<i>Tunu</i>
Caring	<i>Kujali</i>	<i>Ho tsotella</i>	<i>Abojuto</i>

(The list above shows how to use this method of selecting an extra name. The translations come from Google Translate and have not been verified with a native speaker. Contact a native speaker before using one of these names. If you find a better translation, please contact us at mynewmethods@gmail.com and yourextraname@gmail.com.)

On the next page is a longer list of words translated into Yoruba and Swahili.

English	Yoruba	Swahili
Active	Ti nṣiṣe lṳwṳ	Inayotumika
Admirable	Iyanilṳnu	Inapendeza
Adventurous	Adventurous	Ajabu
Agreeable	itṳlṳrun	Inakubalika
Amiable	alafṳṳ	Mwenye Urafiki
Amusing	amurele	Inafurahisha
Appreciative	Amoore	kukuthamini
Athletic	elere idaraya	Mwanariadha
Authentic	ojulowo	Halisi
Benevolent	oninuure	Mwenye ukarimu
Brainy	opolo	Mwenye akili
Brave	akṳni	Jasiri
Bright	imṳṳ	Mkali
Brilliant	o wuyi	Kipaji
Calm	tunu	Tulia
Capable	lagbara	Mwenye uwezo
Caring	ni abojuto ti	Anajali
Charming	pele	Inapendeza
Cheerful	onidunnu	mchangamfu

English	Yoruba	Swahili
Clean	mọ	safi
Clear-headed	ori ko o	Mwenye vichwa wazi
Clever	onilákaye	wajanja
Compassionate	aanu	Mwenye huruma
Confident	igboya	kujiamini
Considerate	oniyiwo	Mwenye kujali
Content	akoonu	maudhui
Cooperative	ifowosowopo	ushirika
Courageous	onígboyà	jasiri
Courteous	iteriba	Mwenye adabu
Creative	àtinúdá	ubunifu
Curious	iyanilenu	Kutaka kujua
Daring	onigboya	kuthubutu
Dedicated	igbèhin	Kujitolea
Delighted	Inudidun	furaha
Easygoing	lo jeje	Kwenda rahisi
Educated	kọ ẹkọ	elimu
Energetic	alagbara	Mwenye nguvu
Ethical	iwa	kimaadili
Excited	yiya	Amesisimka

English	Yoruba	Swahili
Extraordinary	extraordinary	Isiyo ya kawaida
Fair	itẹ	haki
Fearless	àibẹrù	Bila woga
Firm	duro	imara
Focused	lojutu	umakini
Forgiving	idariji	kusamehe
Friendly	ore	kirafiki
Generous	oninurere	mkarimu
Gentle	Oníreṣẹ	mpole
Glad	dun	furahi
Good-natured	oniwa rere	Mwenye tabia njema
Grateful	dupe	Mwenye skukani
Happy	dun	furaha
Hardworking	sise taratara	mchapakazi
Helpful	wulo	kusaida
Heroic	akọni	kishujaa
Hilarious	panilerin	Ya kufurahisha
Honest	ooto	mwaminifu
Hopeful	ireti	matumaini
Humble	onireṣẹ	mnyenyekevu

English	Yoruba	Swahili
Humorous	alarinrin	mcheshi
Innocent	alaiṣẹ	Wasio na hatia
Intelligent	logbon	akili
Inventive	onihumọ	uvumbuzi
Joyful	ayo	furaha
Kind	irú	aina
Lively	iwunlere	hai
Loving	ife	upendo
Loyal	olóòótọ	mwaminifu
Neat	afinju	nadhifu
Nice	dara	nzuri
Optimistic	ireti	matumaini
Organized	ṣeto	kupangwa
Passionate	kepe	shauku
Patient	alaisan	mgonjwa
Peaceful	alaafia	amani
Playful	elere	kucheza
Pleasant	dídùn	kupendeza
Pleased	dùn	furaha

English	Yoruba	Swahili
Polite	oniwa rere	heshima
Principled	opolo	kanuni
Quiet	idakeje	kimya
Reliable	gbẹkẹle	kuaminika
Respectful	towotowo	heshima
Responsible	lodidi	kuwajibika
Satisfied	itelorun	kuridhika
Self-disciplined	ara-ibawi	Nidhamu binafsi
Selfless	aimokan	Bila ubinafsi
Sincere	lododo	mkweli
Skillful	ogbon	ustadi
Strong	lagbara	nguvu
Sweet	dun	tamu
Thoughtful	laniyan	kufikiria
Trustworthy	gbẹkẹle	mwaminifu
Understanding	Oye	ufahamu
Unselfish	aimotara-ẹni-n	Wasio na ubinafsi
Wise	ologbon	busara

This list of translated words was compiled by L. J. Ramos using Google Translate.

English

Ant

Antelope

Ape

Aardvark

Baboon

Bat

Bear

Bee

Beetle

Bird

Butterfly

Camel

Cat

Chameleon

Cheetah

Chicken

Cow

Crab

Crocodile

Crow

Deer

Dog

Dolphin

Donkey

Duck

Eagle

Elephant

Fly

Frog

Help us build this list.

mynewmethods@gmail.com**Yoruba**

Edan

Tururuwa⁺⁺Biri⁺⁺

—

Obo

Adan

Kai⁺⁺Kudan zuma⁺⁺Irin kwaro⁺⁺

Eye

Labalaba

Rakunmi

Ologbo

Hawainiya⁺⁺

—

Adiẹ

Maalu

Akan

Ooni

Kẹwo

Barewa⁺⁺

Aja

—

Kẹtẹkẹtẹ

Gwaggo⁺⁺

Asa

Erin

Fo

Ọpọlọ

Swahili

Chungu

Swala, Paa

Tumbili

Muhanga

Mbuni

Popo

Dubu

Nyuki

Mende

Ndege

Kipepeo

Ngamia

Paka

Kinyonga

Duma

Kuku

Ng'ombe

Kaa

Mamba

Kunguru

Kulungu, Paa

Mbwa

Pomboo

Punda

Bata

Tai

Tembo

Nzi

Chura

English

Gazelle

Giraffe

Goat

Hawk

Hippo

Horse

Hyena

Leopard

Lion

Lizard

Lobster

Monkey

Mosquito

Mouse

Octopus

Ostrich

Owl

Parrot

Peacock

Pig

Porpoise

Python

Rabbit

Yoruba

—

—

Ewúre, Akuya⁺⁺Hauk⁺⁺

—

Eṣin, Doki⁺⁺

Ikunwo

Amotekun

Kinlun

Alangba

Lobusta

Ọbọ

Efon

Asin

Eja eṣeṣe mejo

Jimina⁺⁺

Owiwi

Aku⁺⁺Dawisu⁺⁺

Eṣeṣe

Ibanuje

—

Ehoro

Swahili

Swala

Twiga

Mbuzi

Mwewe

Kiboko

Farasi

Fisi

Chui

Simba

Mjusi

—

Tumbili

Mbu

Kipanya, puku

Pweza

Mbuni

Bundi^{***}

Kasuku

Tausi

Nguruwe

Nguruwe

Chatu

Sungura

We see the limitation of Google Translate. There are peacocks in Nigeria, so why not have a name for the bird?

***Owl: Babewana, Babewatoto, Vumatiti

English	Yoruba	Swahili
Rat	Eku	Panya
Rhinoceros	Karkanga ⁺⁺	Kifaru
Rooster	Àkùkọ	Jogoo
Shark	—	Papa
Sheep	Agutan	Kondoo
Shrimp	Awọn ede	Shrimp
Sloth	Rashi ⁺⁺	Uvivu
Snail	Ìgbín	Konokono
Snake	Ejo	Nyoka
Sparrow	Ologoşẹ	Sparrow
Spider	Giru-giru ⁺⁺	Buibui
Squirrel	Okere	—
Turtle	Kunkuru ⁺⁺	Kasa
Vampire Bat	Fanpaya adan	—
Viper	Paramọlẹ	Nyoka
Vulture	Ungulu ⁺⁺	Tai
Wasp	Wasa ⁺⁺	Nyigu
Whale	—	Nyangumi
Wildebeest	—	Nyumbu
Wolf	Ìkookò	mbwa Mwitu
Zebra	Abila	Pundamili

⁺⁺These words in the Yoruba list are from Hausa. *Look for other African languages to find translations that might appeal to your ear. For example, Stokely Carmichael selected Ture, which means “elephant” in Soninké, the language of the Ghana Empire. Google Translate currently offers translation into more than 12 African languages including Swahili, Shona (Zimbabwe), Yoruba, Igbo and Hausa (Nigeria).*

We are all Africans.

Being Human Being by Molefi Asante and Nah Dove

Image: <https://www.washburn.edu/cas/history/stucker/AfricaOutlineMap.html>

***Let's adopt a vision of a united
humanity. The Human Genome Project
proves that our ancestors came from the
African continent. Let's reject the ways
that modern society justifies its divisions,
privileges, and punishments.***



***Let's end the
language of
race entirely.***

*The differences that
exist among humans
are easily explained
culturally rather than
"racially."*

We are all Africans. Between any two humans, the amount of genetic variation is about 1/10th of 1 percent. This means that about one base pair out of every 1,000 will be different between any two individuals. <https://www.ncbi.nlm.nih.gov/>

The difference between each other is about 1/10th of 1 percent. This means that about 999 parts out of every 1,000 parts will be the same between any two individuals. ncbi.nlm.nih.gov

We are 99.9% the same. We are all Africans.

**By becoming human,
society can achieve
its highest potential.
The only race is the
human race.**

*Let's encourage
people to look
beyond the color
of our skin.*



After all, we are all Africans.

***When we say
“human,” we
remove the
illusion of racial
boundaries.***

*Politicians who focus on skin color
can use this new way to create
categories of people.*

After all, we are all Africans.



*The only
race is
the
human
race.*



Being Human Being by Molefi Asante and Nah Dove

Image: <https://www.washburn.edu/cas/history/stucker/AfricaOutlineMap.html>

*[Financial] security alone
will revolutionize the lives
of people who endured
systemic
racism fueled
in part by the
attitude of privilege held
by people who dominate
our society.*

Martin Luther King, Jr.



Image by Warren K. Leffler, U.S. News & World Report - This image is available from the United States Library of Congress, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=24700391>

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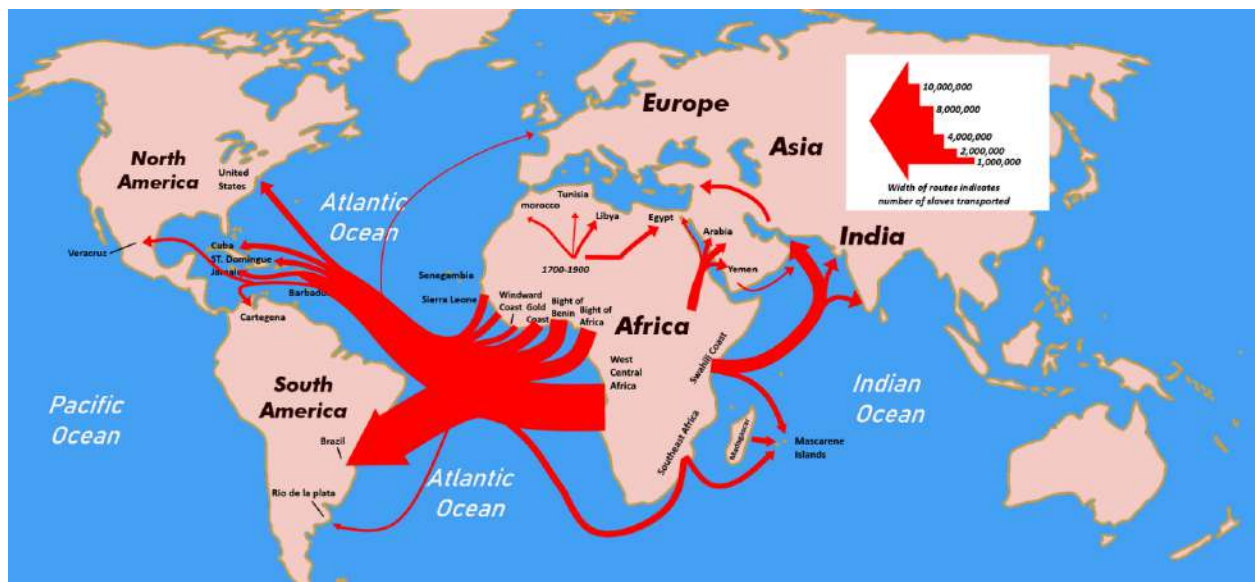
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Suggested reading:

Learning For Justice, an educational website managed by Southern Poverty Law Center. The article Barracoon, about Zora Neale Hurston and Cudjo, deserves your attention. Visit <https://www.learningforjustice.org/classroom-resources/texts/barracoon>



By KuroNekoNiyah - Own work based on Map 1, from *Atlas of the Transatlantic Slave Trade* (New Haven, 2010), CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=99922201>

The African Book of Names: 5,000+ Common and Uncommon Names From the African Continent
by Hodari, Askhari Johnson

The additional reason for compiling this book

*"The curriculum represents much more than a program of study, a classroom text, or a course syllabus. Rather, it represents the introduction to a particular form of life; **it serves in part to prepare students for dominant or subordinate positions in the existing society**" (McLaren, 2003, in The Critical Pedagogy Reader, p. 86).*

Perhaps now the expanded agenda of the editors of this book and ebook is now clear: We agree with McLaren. This document is more than a guide to help students learn about our shared ancestry as descendants of Lucy and Turkana Man. This project is more than raising awareness of students about the loss of their culture and identity that most enslaved people endured. This is more than a project to encourage people to do what Kweisi Mfume and Maulana Karenga did (select a name from Africa).

We want students to **"examine how race and racism have become ingrained in American law and institutions since slavery and Jim Crow"** (this

description comes from a news article by Andrew Attenbury (2022), *Florida reveals why it rejected math books over critical race theory*.

(www.politico.com/amp/news/2022/05/05/florida-releases-math-textbook-reviews-00030503).

We want our students to transform their discussion about race. Let's measure our society, our government, ourselves and each other by the

standard of "treating each other humanly and humanely" (as described by Molefi Asante and Nah Dove in *Being Human Being*). This means that our students can learn about the principles of ancient philosophy, such as the Ma'at system, described in one of the posters in this appendix.

We editors want students to arm themselves with information that will support their future. We want students to support policies that lift people who are in distress. **We want our students to learn more about "being human being," which means (to many people) "to present the best version of themselves in all areas of life and to act humanely."** This is a clear agenda with political goals and we hope students will learn more about repairing damage done by the US government. We want students to learn about ways that the U.S. government acknowledged (and paid compensation for) the discrimination and suffering endured by these groups: Taxpayers paid \$20,000 to 80,000 Japanese-Americans who were detained in camps between 1942 and 1945. Taxpayers paid a total of \$1.5 million to nine survivors of the Rosewood massacre (1923). Taxpayers in Evanston, IL, will pay more than \$10

million to victims of redlining that started in the 1940s. These payments show that taxpayers accepted responsibility for the actions of the U.S., state and local governments. We support the shift in focus that Martin Luther King, Jr. made (before his death) from "civil rights" to "economic justice."

We teach our students to push for changes when they read King's observation about the cruelty of telling a man with no boots that he should pull himself up by the laces of his own boots. A person who speaks up the way that King did is being more human and more humane.



The civil rights odyssey must move to new levels in which the content of freedom is security, opportunity, culture and equal participation in the political process. . . .

Statistics that picture declining rates of unemployment veil the reality that many jobs for minimum wages are still substandard and evanescent. The instability of employment reflects the fragile character of the ambitions and economic foundations of blacks and other groups that are discriminated against by the current economic and political system.

Whether the solution is a guaranteed annual wage, a negative income tax or any other economic device, the direction of our demands has to be toward substantive security. This alone will revolutionize the lives of people who endured infinity in a systemic racism fueled in part by the attitude of privilege held by people who dominate our society. Martin Luther King, Jr.

See the full statement by MLK, Jr. here: thenation.com/article/economy/last-steep-ascent/tnamp/

Image: Birmingham AL police dept - Original publication: circulated to news media in April 1963, Public Domain

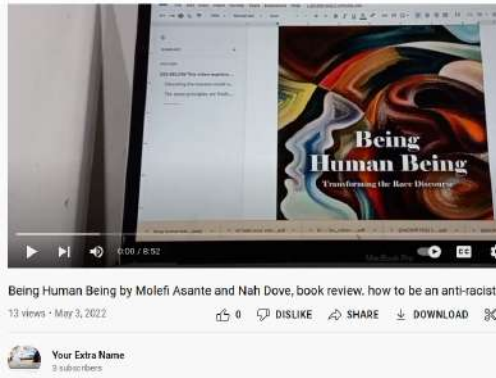
*[Financial] security alone
will revolutionize the lives
of people
who
endured
systemic racism, fueled in
part by the attitude of
privilege held by people
who dominate our
society.*

Martin Luther King, Jr.



What history is not taught in schools?

"History is written by the victors." What stories of civilizations are ignored, skimmed over or overlooked in textbooks? Teachers need lesson plans to help students develop their abilities to think when they are taught about history that focuses on European viewpoints (which tend to ignore other viewpoints). Let's give students the opportunity to add to and evaluate the focus on history that is largely focused on people who run governments. See a short summary of Asante and Dove's book, **Being Human Being** at www.tinyurl.com/SelectBHB or youtube.com/watch?v=QWBdwZigt2s



Being Human Being describes the importance of education to learn the vocabulary to talk with people who promote and benefit from racism.

Churchill's observation?

"History is written by victors." Did Winston Churchill say this after he lost an election? Probably not, and its origins are unknown. **The quote implies that history is not grounded in facts; it's the winners' interpretation and selection of the facts that prevails.** Some people believe that Churchill also said, "History will be kind to me, for I intend to write it."

Here's what he actually said: **"For my part, I consider that it will be found much better by all Parties to leave the past to history, especially as I propose to write that history"**

<https://www.shmoop.com/quotes/history-will-be-kind-to-me.html>

See more at TINYURL.com/SelectHistory

The following pages duplicate the handouts listed in pages 112-128. You can tear out these pages to make photocopies.

What do you think about these quotes?

Quote 1: The real names of our people were destroyed during slavery. The last name of my forefathers was taken from them when they were brought to America and made slaves, and then the name of the slave master was given, which we refuse, we reject that name today and refuse it.

Quote 2: The name Arthur L. Smith, Jr., inherited from my father, has been betrayed by the dungeon of my American experience. I added the name Molefi (which means "**One who gives and keeps the traditions**") to the name that I started with (Arthur Smith).

Project: You can select an extra name from an African language. What two words describe you?

These pages will guide you and other students to do what Arthur Smith, Cassius Clay, Frizzell Gray, Stokeley Carmichael and hundreds of other people have done: They selected an extra name with roots in Africa. Let's get started.

Handout

How to introduce people to your extra name

Here is the longer version:

“I have selected an extra name that translates as **calm in the storm**. Every time you call me that name, I’ll remember my hopes for the future. When you call me **TUNU IJI**, you remind me about these qualities in me. **TUNU** means calm and **IJI** means storm in Yoruba, a language in Nigeria.”

Shorter version:

Can you call me “strong and honest”? That’s like Kevin Kostner in *Dances with Wolves*. That was a name given to him by Native Americans who observed him. I selected **Nguvu** (strong in Swahili) and **Ooto** (honest in Yoruba).

Handout 1: What two words describe you?

Honest? Strong? Reliable? Brave?

Synonyms for Nice

helpful
friendly
kind hearted
compassionate
pleasant
thoughtful
agreeable
courteous

Synonyms for Happy

cheerful
joyful
excited
satisfied
content
delighted
pleased
Glad

Synonyms for Smart

intelligent
brilliant
clever
bright
skillful
wise
brainy

Synonyms for Brave

daring
courageous
adventurous
fearless
heroic

Synonyms for Funny

amusing
hysterical

humorous
comical
hilarious

Synonyms for Thankful

appreciative
grateful

Synonyms for Active

athletic
energetic

Synonyms for Talkative

chatty
communicative

Synonyms for Shy

bashful
quiet

Positive Words

Below is a list of positive words to help you find an extra name.

Active	Charming	Educated
Admirable	Cheerful	Enthusiastic
Adventurous	Clean	Ethical
Agreeable	Clear-	Exciting
Amiable	headed	Extraordinary
Amusing	Clever	Fair
Appreciative	Compassionate	Firm
Athletic	Confident	Focused
Authentic	Considerate	Forgiving
Benevolent	Cooperative	Friendly
Brave	Courageous	Generous
Bright	Courteous	Gentle
Brilliant	Creative	Good-
Calm	Curious	natured
Capable	Dedicated	Grateful
Caring	Easygoing	Happy

Hard	Loyal	Self-
working	Neat	disciplined
Helpful	Nice	Selfless
Heroic	Optimistic	Sincere
Honest	Organized	Skillful
Hopeful	Passionate	Strong
Humble	Patient	Sweet
Innocent	Peaceful	Thoughtful
Intelligent	Playful	Trustworthy
Inventive	Polite	Understanding
Joyful	Principled	Unselfish
Kind	Reliable	Wise
Lively	Respectful	
Loving	Responsible	

This list come from <https://teachingmadepractical.com/character-traits-list/>

Handout 2

Go to www.TINYURL.com/SelectYourNameList for a longer list of translations.

Students: Here are some words translated into some African languages. You can use Google Translate to translate other words.

	Swahili	Sotho	Yoruba
Kind	<i>Aina</i>	<i>Mosa</i>	<i>Iru</i>
Strong	<i>Nguvu</i>	<i>Matla</i>	<i>Lagbara</i>
Honest	<i>Mwaminifu</i>	<i>Tspahalang</i>	<i>Ooto</i>
Thank you	<i>Asante</i>	<i>Kea Leboha</i>	<i>e Dupe</i>
Brave	<i>Jasiri</i>	<i>Sebete</i>	<i>Akoni</i>
Deep	<i>Kina</i>	<i>Tebileng</i>	<i>Jin</i>
Helpful	<i>Kusaidia</i>	<i>Thusa</i>	<i>Wulo</i>
Gentle	<i>Mpole</i>	<i>Bonolo</i>	<i>Onirele</i>
Joyful	<i>Furaha</i>	<i>E thabileng</i>	<i>Idunnu</i>
Friendly	<i>Kirafiki</i>	<i>Motsoalle</i>	<i>Ore</i>
Positive	<i>Chanya</i>	<i>E ntle</i>	<i>Rere</i>
Trustworthy	<i>Kuaminika</i>	<i>Botshepehi</i>	<i>Gbẹkẹle</i>
Wise	<i>Hekima</i>	<i>Bohlale</i>	<i>Ogbon</i>
Patient	<i>Mgonjwa</i>	<i>Mamello</i>	<i>Alaisan</i>
Hardworking	<i>Mchapakazi</i>	<i>Khothetse</i>	<i>Alăpọn</i>
Calm	<i>Utulivu</i>	<i>Khutsa</i>	<i>Tunu</i>
Caring	<i>Kujali</i>	<i>Ho tsotella</i>	<i>Abojuto</i>

(This is a short list to get started and to show how to use this method of selecting an extra name. Some of the words in this table are duplicated in the larger table. The translations come from Google Translate and have not been verified with a native speaker. You might want to contact a native speaker before using one of these names. If you find a better translation, please contact us at mynewmethods@gmail.com and youreextraname@gmail.com)

On the next page is a longer list of words translated into Yoruba and Swahili.

English	Yoruba	Swahili
Active	Ti n̄ṣiṣe l̄ow̄o	Inayotumika
Admirable	Iyanil̄enu	Inapendeza
Adventurous	Adventurous	Ajabu
Agreeable	it̄el̄orun	Inakubalika
Amiable	alaf̄ef̄e	Mwenye Urafiki
Amusing	amurele	Inafurahisha
Appreciative	Amoore	kukuthamini
Athletic	elere idaraya	Mwanariadha
Authentic	ojulowo	Halisi
Benevolent	oninuure	Mwenye ukarimu
Brainy	opolo	Mwenye akili
Brave	ak̄oni	Jasiri
Bright	im̄ol̄e	Mkali
Brilliant	o wuyi	Kipaji
Calm	tunu	Tulia
Capable	lagbara	Mwenye uwezo
Caring	ni abojuto ti	Anajali
Charming	pele	Inapendeza
Cheerful	onidunnu	mchangamfu

English	Yoruba	Swahili
Clean	mọ	safi
Clear-headed	ori ko o	Mwenye vichwa wazi
Clever	onilákaye	wajanja
Compassionate	aanu	Mwenye huruma
Confident	igboya	kujamini
Considerate	oniyiwo	Mwenye kujali
Content	akoonu	maudhui
Cooperative	ifowosowopo	ushirika
Courageous	onígboyà	jasiri
Courteous	iteriba	Mwenye adabu
Creative	àtinúdá	ubunifu
Curious	iyanilenu	Kutaka kujua
Daring	onigboya	kuthubutu
Dedicated	igbèhin	Kujitolea
Delighted	Inudidun	furaha
Easygoing	lo jeje	Kwenda rahisi
Educated	kọ ẹkọ	elimu
Energetic	alagbara	Mwenye nguvu
Ethical	iwa	kimaadili
Excited	yiya	Amesisimka

English	Yoruba	Swahili
Extraordinary	extraordinary	Isiyo ya kawaida
Fair	itẹ	haki
Fearless	àibẹrù	Bila woga
Firm	duro	imara
Focused	lojutu	umakini
Forgiving	idariji	kusamehe
Friendly	ore	kirafiki
Generous	oninurere	mkarimu
Gentle	Oníreṣẹ	mpole
Glad	dun	furahi
Good-natured	oniwa rere	Mwenye tabia njema
Grateful	dupe	Mwenye skukani
Happy	dun	furaha
Hardworking	sise taratara	mchapakazi
Helpful	wulo	kusaida
Heroic	akọni	kishujaa
Hilarious	panilerin	Ya kufurahisha
Honest	ooto	mwaminifu
Hopeful	ireti	matumaini
Humble	onireṣẹ	mnyenyekevu

English	Yoruba	Swahili
Humorous	alarinrin	mcheshi
Innocent	alaise	Wasio na hatia
Intelligent	logbon	akili
Inventive	onihumo	uvumbuzi
Joyful	ayo	furaha
Kind	iru	aina
Lively	iwunlere	hai
Loving	ife	upendo
Loyal	oloooto	mwaminifu
Neat	afinju	nadhifu
Nice	dara	nzuri
Optimistic	ireti	matumaini
Organized	seto	kupangwa
Passionate	kepe	shauku
Patient	alaisan	mgonjwa
Peaceful	alaafia	amani
Playful	elere	kucheza
Pleasant	didun	kupendeza
Pleased	dun	furaha

English	Yoruba	Swahili
Polite	oniwa rere	heshima
Principled	opolo	kanuni
Quiet	idakeje	kimya
Reliable	gbẹkẹle	kuaminika
Respectful	towotowo	heshima
Responsible	lodidi	kuwajibika
Satisfied	itelorun	kuridhika
Self-disciplined	ara-ibawi	Nidhamu binafsi
Selfless	aimokan	Bila ubinafsi
Sincere	lododo	mkweli
Skillful	ogbon	ustadi
Strong	lagbara	nguvu
Sweet	dun	tamu
Thoughtful	laniyan	kufikiria
Trustworthy	gbẹkẹle	mwaminifu
Understanding	Oye	ufahamu
Unselfish	aimotara-ẹni-n	Wasio na ubinafsi
Wise	ologbon	busara

This list of translated words was compiled by L. J. Ramos using Google Translate.

English

Alligator
Ant
Antelope
Ape
Aardvark

Baboon
Bat
Bear
Bee
Beetle

Bird
Butterfly
Camel
Cat
Chameleon

Cheetah
Chicken
Cow
Crab

Crocodile
Crow
Deer
Dog
Dolphin

Donkey
Duck
Eagle
Elephant
Fly
Frog

Help us build this list.

mynewmethods@gmail.com

Yoruba

—
Edan
Tururuwa⁺⁺
Biri⁺⁺
—

Obo
Adan
Kai⁺⁺
Kudan zuma⁺⁺
Irin kwaro⁺⁺

Eye
Labalaba
Rakunmi
Ologbo
Hawainiya⁺⁺

—
Adiẹ
Maalu
Akan

Ooni
Kẹwo
Barewa⁺⁺
Aja
—

Kẹtẹkẹtẹ
Gwaggo⁺⁺
Asa
Erin
Fo
Ọpọlọ

Swahili

Mamba
Chungu
Swala, Paa
Tumbili
Muhanga

Mbuni
Popo
Dubu
Nyuki
Mende

Ndege
Kipepeo
Ngamia
Paka
Kinyonga

Duma
Kuku
Ng'ombe
Kaa

Mamba
Kunguru
Kulungu, Paa
Mbwa
Pomboo

Punda
Bata
Tai
Tembo
Nzi
Chura

English

Gazelle

Giraffe

Goat

Hawk

Hippo

Horse

Hyena

Leopard

Lion

Lizard

Lobster

Monkey

Mosquito

Mouse

Octopus

Ostrich

Owl

Parrot

Peacock

Pig

Porpoise

Python

Rabbit

Yoruba

—

—

Ewúre, Akuya⁺⁺Hauk⁺⁺

—

Eṣin, Doki⁺⁺

Ikunwo

Amotekun

Kinlun

Alangba

Lobusta

Ọbọ

Efon

Asin

Eja eṣeṣe mejo

Jimina⁺⁺

Owiwi

Aku⁺⁺Dawisu⁺⁺

Eṣeṣe

Ibanuje

—

Ehoro

Swahili

Swala

Twiga

Mbuzi

Mwewe

Kiboko

Farasi

Fisi

Chui

Simba

Mjusi

—

Tumbili

Mbu

Kipanya, puku

Pweza

Mbuni

Bundi^{***}

Kasuku

Tausi

Nguruwe

Nguruwe

Chatu

Sungura

We see the limitation of Google Translate. There are peacocks in Nigeria, so why not have a name for the bird?

***Owl: Babewana, Babewatoto, Vumatiti

English	Yoruba	Swahili
Rat	Eku	Panya
Rhinoceros	Karkanga ⁺⁺	Kifaru
Rooster	Àkùkọ	Jogoo
Shark	—	Papa
Sheep	Agutan	Kondoo
Shrimp	Awọn ede	Shrimp
Sloth	Rashi ⁺⁺	Uvivu
Snail	Ìgbín	Konokono
Snake	Ejo	Nyoka
Sparrow	Ologoşẹ	Sparrow
Spider	Giru-giru ⁺⁺	Buibui
Squirrel	Okere	—
Turtle	Kunkuru ⁺⁺	Kasa
Vampire Bat	Fanpaya adan	—
Viper	Paramọlẹ	Nyoka
Vulture	Ungulu ⁺⁺	Tai
Wasp	Wasa ⁺⁺	Nyigu
Whale	—	Nyangumi
Wildebeest	—	Nyumbu
Wolf	Ìkookò	mbwa Mwitù
Zebra	Abila	Pundamili

⁺⁺These words in the Yoruba list are from Hausa. *Look for other African languages to find translations that might appeal to your ear. For example, Stokely Carmichael selected Ture, which means “elephant” in Soninké, the language of the Ghana Empire. Google Translate currently offers translation into more than 12 African languages including Swahili, Shona (Zimbabwe), Yoruba, Igbo and Hausa (Nigeria).*

We are all Africans.

Being Human Being by Molefi Asante and Nah Dove

Image: <https://www.washburn.edu/cas/history/stucker/AfricaOutlineMap.html>

***Let's adopt a vision of a united
humanity. The Human Genome
Project proves that our ancestors
came from the African continent.
Let's reject the ways that modern
society justifies its divisions,
privileges, and punishments.***



Let's end the language of race entirely.

*The differences that exist
among humans are easily
explained culturally rather
than "racially."*



We are all Africans.

Between any two humans, the amount of genetic variation is about 1/10th of 1 percent. This means that about one base pair out of every 1,000 will be different between any two individuals.

<https://www.ncbi.nlm.nih.gov/>

The difference between each other is about 1/10th of 1 percent.

This means that about 999
parts out of every 1,000 parts
will be the same between
any two individuals.



ncbi.nlm.nih.gov

We are 99.9% the same. We are all Africans.

**By becoming human,
society can achieve
its highest potential.
The only race is the
human race.**

*Let's encourage people to
look beyond the color
of our skin.
After all, we are all Africans.*



***When we say
“human,” we
remove the
illusion of racial
boundaries.***

*Let's encourage people to look
beyond the color
of our skin.
After all, we are all Africans.*



*The only
race is
the
human
race.*



Being Human Being by Molefi Asante and Nah Dove

Image: <https://www.washburn.edu/cas/history/stucker/AfricaOutlineMap.html>

*[Financial] **security alone will revolutionize the lives of***

***people** who endured systemic*



racism

fueled in

part by the

attitude of privilege held by

people who dominate our

society.

— Martin Luther King, Jr.

Image by Warren K. Leffler, U.S. News & World Report - This image is available from the United States Library of Congress, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=24700391>

End Note

By Maneno Mazuri

Is it anti-racist to select an African name?

(Quotes are in Times New Roman and indented)

"Racism is a marriage of racist policies and racist ideas that produces and normalizes racial inequities." (p. 17-18, *How to Be an Antiracist* by I. X. Kendi)

"**Racial inequity** is when two or more racial groups are not standing on approximately equal footing." (Kendi, p. 18)

"A **racist idea** is any idea that suggests one racial group is inferior to or superior to another racial group in any way. Racist ideas argue that the inferiorities and superiorities of racial groups explain racial inequities in society." (Kendi, p. 20)

Many people know the family names of their ancestors. Many know the country and even the city where their ancestors were born. Why? Because **they can trace their last names back to those locations.**

Inequity about family names

Many people who are descended from ancestors who came from Africa (ADOS**) do not have African last names. **Their family names were taken from their ancestors who were enslaved.** As Malcolm X observed:

"The real names of our people were destroyed during slavery. The last name of my forefathers was taken from them when they were brought to America and made slaves."

So most Blacks in the USA "are not standing on approximately equal footing" with people who know where their ancestors came from in Europe and/or Asia.* The people alive today have names that came from the countries where their immigrant ancestors came from.

The situation is not the same for ADOS (people with enslaved ancestors). Every person on this planet has roots in Africa. But those roots involve ancestors who left Africa 75,000 years ago. **Many people with more recent connections to Africa (since 1500) have ancestors who lost their names.**

When we select an African name, we can select a country where we think our ancestors lived. This is perhaps not as satisfying as knowing more accurately where our ancestors came from, but it is a step away from the last name that enslaved ancestors were given.

Why is it important to have an idea about who your ancestors were?

It provides a clear sense of identity:

Learning about your ancestors, celebrating traditions, and understanding where you came from can open your eyes to how special you are. This information enhances your sense of belonging, and it can be especially helpful for younger generations.

***It makes you more resilient:** Let's face it, life is hard. But back in the day, life was even more so. More likely than not, your past family members probably faced terrible tragedies and heartache. They may have faced things that seem almost impossible to overcome. But they did overcome them. Learning about their stories and how they got through difficult times can give you the courage you need to keep going and make you more resilient when you're facing challenges.*

<https://selectthehealth.org/blog/2019/08/5-benefits-of-knowing-your-family-history>

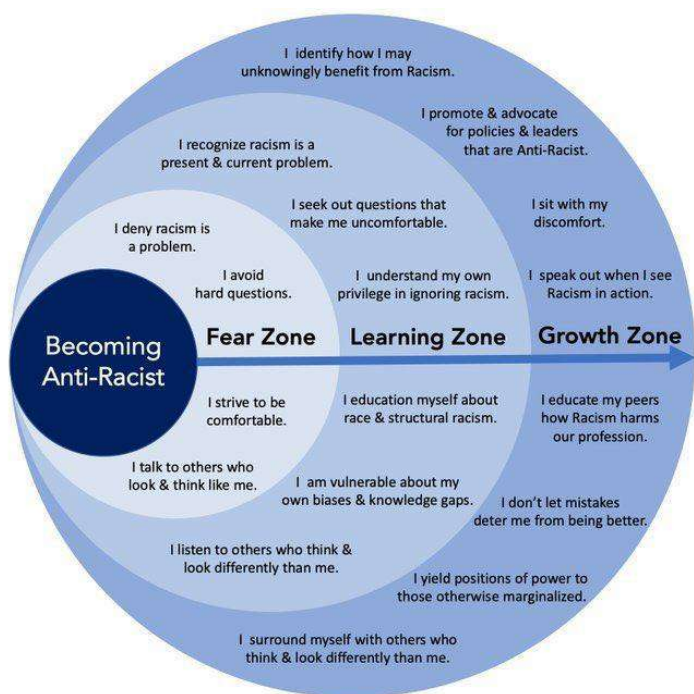
In conclusion: We started with this definition:

Racist ideas produce and normalize racial inequities (Kendi).

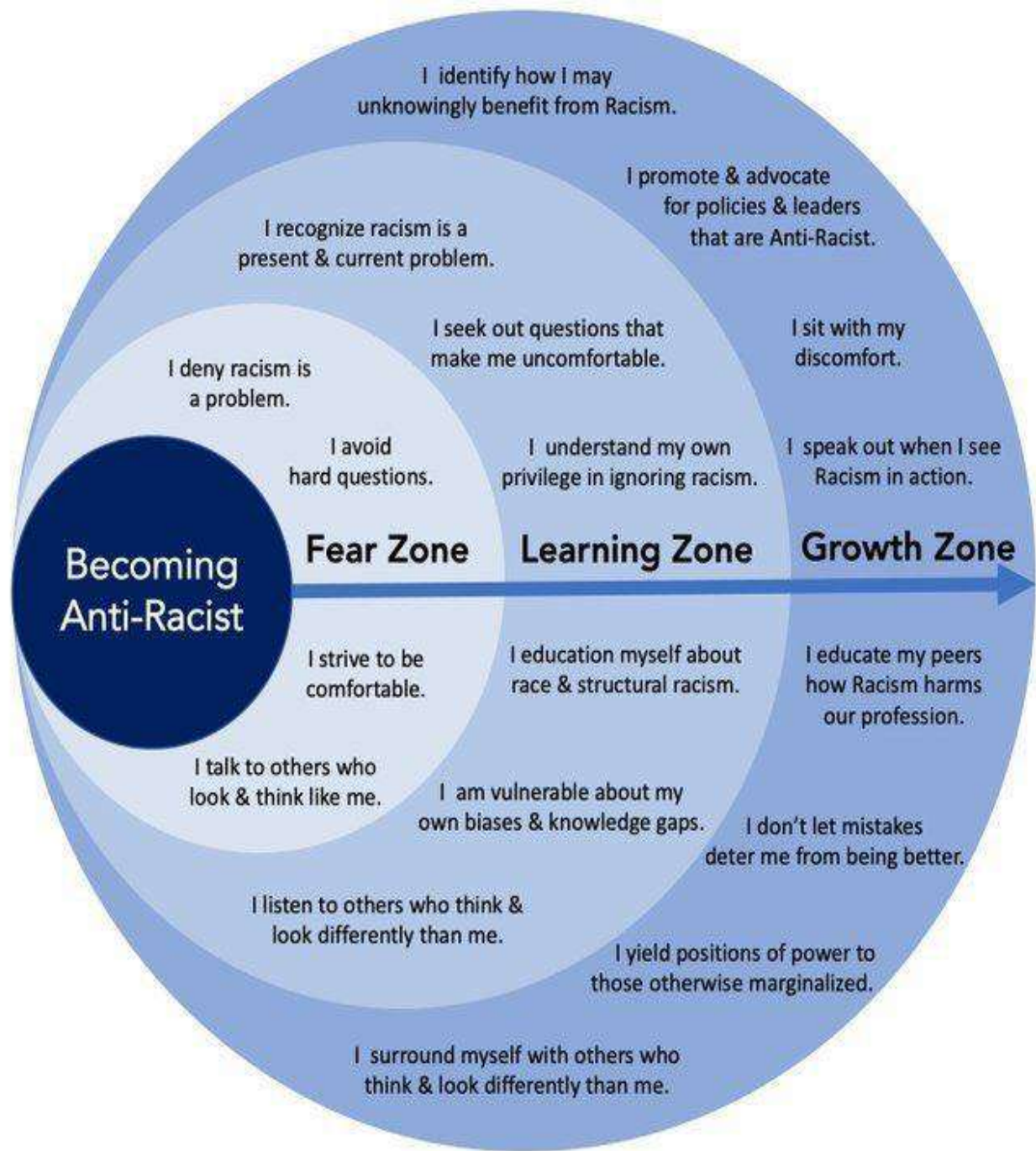
We have observed that

- (1) Some groups of people have a clear idea about where they came from and what their ancestors' family names were.
- (2) Other groups don't have this basic benefit.
- (3) That difference equals a racial inequality or an unequal condition.

So, perhaps we can rephrase the title of this article: ***Is it racist to avoid adopting an African name?***



surgeryredesign.com/current. This image was compiled by Andrew M. Ibrahim, MD, MSc, who points out that *it is impossible to work on "Redesigning Healthcare" and "Health in All Design" without the lens and context of Race.* Inspired by the work of Dr. Kendi. Creative Commons for use, copying and sharing.



Andrew M. Ibrahim, surgeryredesign.com/current. Inspired by the work of Dr. Kendi. Creative Commons.

*Many people from South and Central America might know that some of their ancestors came from Spain or Portugal (with family names like Oliveira and Rodriguez). But some of those immigrants from Spain and Portugal were forced to change their names:

These surnames were given to Jews who were forcibly baptized to become New Christians in Portugal, otherwise known as Conversos in Spain. The acquisition of surnames was simple: They were the baptismal surname of the Old Christian godparents of the Jews in 1496 and 1497. This was done in order to assimilate the New Christians and make them indistinguishable from the Old Christians. Some examples of surnames include: **da Costa, da Fonseca, da Veiga, Delgado, Fernandes, Gomes, Henriques, Nunes, Lopes, Marques, Mendes, Pinto, Pereira, Rodrigues, Vaz...**

<https://www.hollander-waas.com/blog/on-sephardic-surnames>

Similarly, some of those ancestors were indigenous people. For example, a last name in Maya could be **Pech, Camal, Xiu, Ucan, Canul, Cocom, and Tun** (*Wikipedia: "Maya peoples"*). A last name in Quechuan might be **Chihuán, Chumpitaz, Huaman, Huancahuari, Huapaya, Mamani, Quispe, Vilca, and Yarlequé** (*Wikipedia: "Quechuan-language surnames"*). A person from South or Central America might want to adopt one of these names to celebrate possible ancestors.

****American Descendants of Slavery (ADOS) is a term referring to descendants of enslaved Africans in the area that would become the United States (from its colonial period onward), and to the political movement of the same name (Wikipedia).**

***** "We use phrases like enslaved woman, rather than slave. The noun slave implies that she was, at her core, a slave. The adjective enslaved reveals that, though she was in bondage, bondage was not her core existence. Furthermore, she was enslaved by the actions of another." <https://www.telfair.org/article/why-we-use-enslaved>**



Learn more about Black History on Crash Course with Clint Smith

www.Youtube.com/c/crashcourse

More resources

Sign up for the blog <https://ablackmanreading.com/blog/>



From the facebook page of ABlackManReading: Super excited to announce the 13th book for the [#RealDadsBookClub](#), *Patriarchy Blues: Reflections on Manhood* by @fredtjoseph hosted by yours truly!

To join in fellowship with this great band of brothers to discuss our relationship to this concept and reflect was a no brainer!

The purpose of the **Real Dads Book Club** is for fathers to model the behavior they want for their children. The best way to lead is by example. We started the Real Dads book club In Jan 2020. Fellas, hit me directly and lock in with me so we can build! Love + Light!

(Image from ABlackManReading)

Hayti app

Black News Matters

We aggregate content from Black publishers all over the world.

Android: <https://play.google.com/store/apps/details?id=hayti.com>

Apple: <https://apps.apple.com/us/app/hayti/id1544792703>



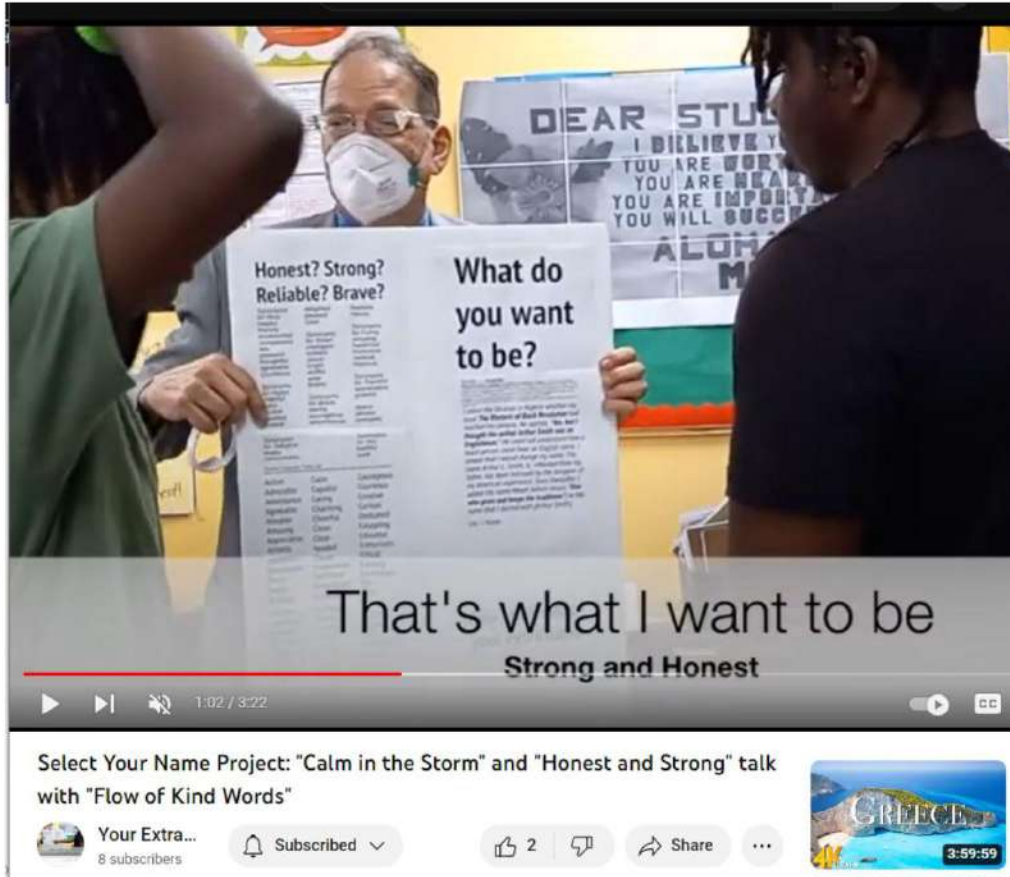
Hayti (pronounced "HAY-tie"), also called **Hayti District**, is the historic African-American community that is now part of the city of Durham, North Carolina. It was founded as an independent black community shortly after the American Civil War on the southern edge of Durham by freedmen coming to work in tobacco warehouses and related jobs in the city. By the early decades of the 20th century, African Americans owned and operated more than 200 businesses, which were located along Fayetteville, Pettigrew, and Pine Streets, the boundaries of Hayti. (Wikipedia).

Black Media Online

- Atlanta Black Star
atlantablackstar.com/
- The Grio <https://thegrio.com/>
- The Miami Times
miamitimesonline.com/
- The Root theroot.com, Black News and Black Views with a Whole Lotta Attitude
- TJG News tjnnews.com
- The Scanner
<https://theskanner.com/>
- NewsOne newsone.com
- The North Star,
thenorthstar.com/
- Blacksourcemedia.com
- themetrerecord.com

https://en.wikipedia.org/wiki/List_of_African-American_newspapers_and_media_outlets

Select an extra name



Why did
Malcolm
call himself
"X"?

[TINYURL.com/selectTwo](https://tinyurl.com/selectTwo)

rfc20

Who said this?

**“It is cruel
to say to a
bootless
man that he
ought to lift
himself by
his own
bootstraps.”**

Answer on page 87
[TINYURL.com/selectYourName30](https://tinyurl.com/selectYourName30)

Jesse Jackson



Malcolm X



Fannie Lou Hamer



Canva: readyforcovid20

Spread the word

Free ebook helps students connect with Africa

Philadelphia: A new ebook called *Select Your African Name* is being distributed free by Dr. Molefi Asante, a professor of Afrocentricity at Temple University. “This book is a way to help students focus on Black History all year long,” said Asante. The free ebook is an updated version of Asante’s *Book of African Names* published in 1994. The book begins with a quote by Malcolm X:

The last name of my forefathers was taken from them when they were brought to America and made slaves, and then the name of the slave master was given, which we refuse.

The lesson plan available in the book was developed at SunFire High School in Oakland Park, Florida. Students there have said “That is so true” after reading the quote, which is the opening that teachers need to introduce the exercise of selecting an African name.

“We are all connected to Africa,” Asante points out. “There is only one race: the human race.” Asante advocates a switch in our dialogue about discrimination from a focus on race. “Our differences are cultural, not racial,” Asante and coauthor Nah Dove wrote in their recent book *Being Human Being*. “We need to examine all events in history from the standpoint of being human rather than through the filter of race. This applies especially to people of African descent,” observes Asante, founder of an academic approach called Afrocentricity. “It is about freeing us all from the grips of seeing history exclusively from the point of view of Europe, which includes the invention of the false classifying of humans by physical appearance.”

The electronic book is available for free download at www.TINYURL.com/SelectYourName30

Media inquiries: (954) 646 8246 masante@temple.edu

The Twitter summary (*go ahead, tweet these words*):

Select an African name and connect with your African roots. Make Black History personal. Free ebook
www.TINYURL.COM/SelectYourName30.

A longer summary:

Cassius Clay, Malcolm Little and Frizzell Gray all selected African names to connect with their African roots. You can, too. Dr. Asante's

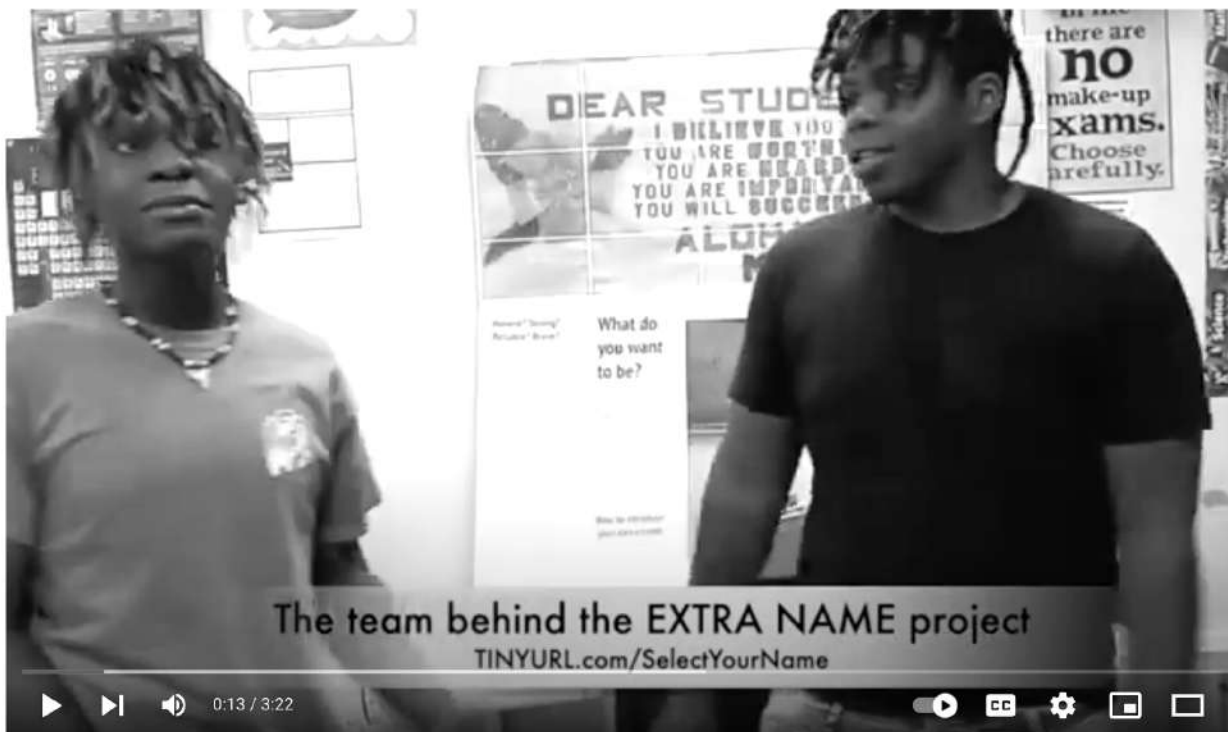


work *Being Human Being* points out that each of us is 99.99 percent the same genetically as any other person on Earth, so there is only one human race. He challenges us to transform the dialogue between our cultural communities. Claiming our African heritage (by selecting an African name) is a step toward "being human being."

(Photo courtesy of TV Multiversity, Creative Commons 3.0).

“Calm in the Storm” (**Tunu Ijii**) and “Strong and Honest” (**Nguvu Ooto**) demonstrate how students can use their extra names.

From a video found at www.TINYURL.com/SelectTwo



Select Your Name Project: “Calm in the Storm” and “Honest and Strong” talk with “Flow of Kind Words”

Send the links of videos that your students make about “Select Your African Name” to MyNewMethods@gmail.com ...

HOTEP is an Egyptian word that roughly translates as “to be satisfied, at peace.” (Wikipedia)

Can “selecting an extra name” become part of the traditions of fraternities and sororities?

A young person often feels ready to leave home at some point....but leaving does not remove the need for support and the feeling that "I belong here" and "here are people who care about me" and "I care about this group of people." We are social beings and we are not islands.

Perhaps when students join a fraternity or sorority, they can select a name as part of the process of adopting a new role in life. This ritual in some cultures can acknowledge the person's entry into adulthood ...and isn't that what fraternities and sororities do? They give young people a safe place to grow into new responsibilities.

How can a person adopt an additional name? Do what Arthur Smith, Malcolm Little, Frizzell Gray, Stokely Carmichael and Cassius Clay did: look at a list of names and choose.

Spread the book as it is or add your group's spirit

Here is a link to a word document. You can download the file and share it with your network.

You can add your group's footprint and invite your members who join your group to adopt an additional name. Spread the ebook with the spirit of Creative Commons 4.0

You are free to:

Share — copy and redistribute the material in any medium or format

*Adapt — remix, transform, and build upon the material
for any purpose, even commercially.*

As the licensor, I cannot revoke these freedoms as long as you follow the license terms.

Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

No additional restrictions — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.

Thank you for your time. questions? (954) 693 6379 call or text.

Maneno Mazuri ("kind words")

A.K.A. Steve McCrea

High school teacher

Editor and advocate of *Dr. Asante's Book of African Names*

954 693 6379

Mynewmethods@gmail.com

See the video made with two of my students

Www.tinyurl.com/selecttwo

Download the file

Www.tinyurl.com/namesbookhelp

Add to it

Subtract if you must

Keep the Creative Commons statement

Share the document with your chapters.

Naming as a rite of passage

There are multiple ways for the “child name” to change into the “adult name,” including:

An adult name is chosen by the child when the child reaches adulthood, usually around 16-18 years old.

*A chosen name comes after a **Rite of Passage**, and the name in question may or may not have something to do with how it was earned. The name may be either chosen or given by the tribe/family/village.*

Similarly, the chosen name might be given based on a child's role in the society. Instead of one rite of passage, this usually means the child had started 'earning' their name over a longer period.

Source:

<https://www.gotquestions.org/name-change.html>

Examples:

Abram's name, meaning "high father," was changes to "Abraham," meaning "father of a multitude" (Genesis 17:5). Abraham's wife's name "Sarai," meaning "my princess," was changed to "Sarah," meaning "mother of nations" (Genesis 17:15).

Simon's name, meaning "God has heard," was changed to "Peter," meaning "rock" (John 1:42).

Paul gave up the use of his Hebrew name, Saul (meaning "prayed for" and connected to Israel's first king), and chose to use his Roman name, Paul, meaning "little" or "small," because he desired to become smaller in order to present Christ as greater (cf. John 3:30).

Source:

<https://tvtropes.org/pmwiki/pmwiki.php/Main/RiteOfPassageNameChange>

A list of lessons

1 Names

Why did Malcolm call himself "X"? (Let's learn about names that were taken from our great-great-great-great-grandparents)

2 Repair

*What else was taken from our ancestors? (their languages and their land)
Japanese-American "internment" camps in the desert (1942-46)*

Roseland (1923)

Tulsa (1921)

Red Summer of 1919 (Clint Smith Black American History Crash Course)

The US Government imprisoned 120,000 Japanese Americans in 1941.

Taxpayers paid reparations 45 years later.

In 1991, the Florida Legislature made payments of \$150,000 each to survivors of the 1923 Roseland massacre and set up a scholarship fund. Can today's taxpayers pay to repair the mistakes of past governments? Yes.

3 There is one race: the Human Race

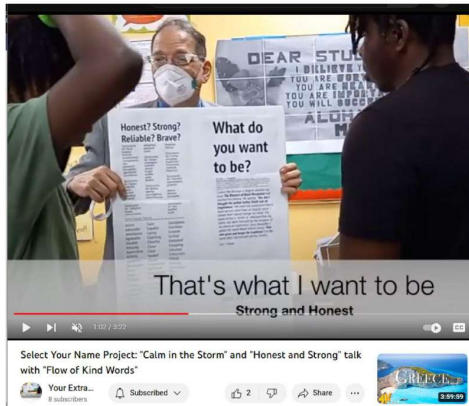
Being Human Being, a book by Dr. Asante and Dr. Nah Dove , points out that the DNA of humans is 99.99% the same.

4 "A Museum Exhibit of 20 pages"

The images collected into a PDF can be found at

TINYURL.com/SelectYourNameMuseum

Select an extra name



Why did Malcolm call himself "X"?

TINYURL.com/selectTwo

rfc20

Why did Malcolm call himself "X"?

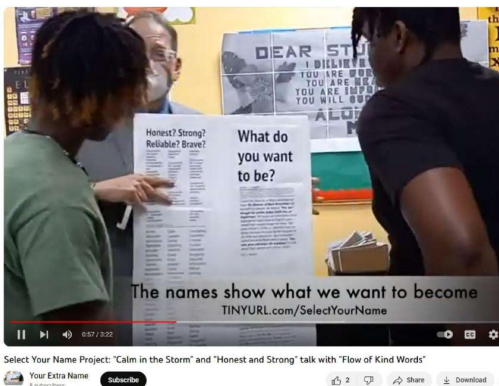


The real names of our people were destroyed during slavery.

The last names of my forefathers were taken from them when they were brought to America and made slaves, and then **the name of the slave master was given**, which we refuse, we reject that name today and refuse it. I never acknowledge it whatsoever.

rfc20

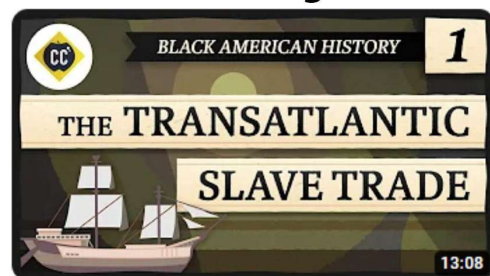
Select an extra name



TINYURL.com/selectTwo

rfc20

Clint Smith delivers hidden history

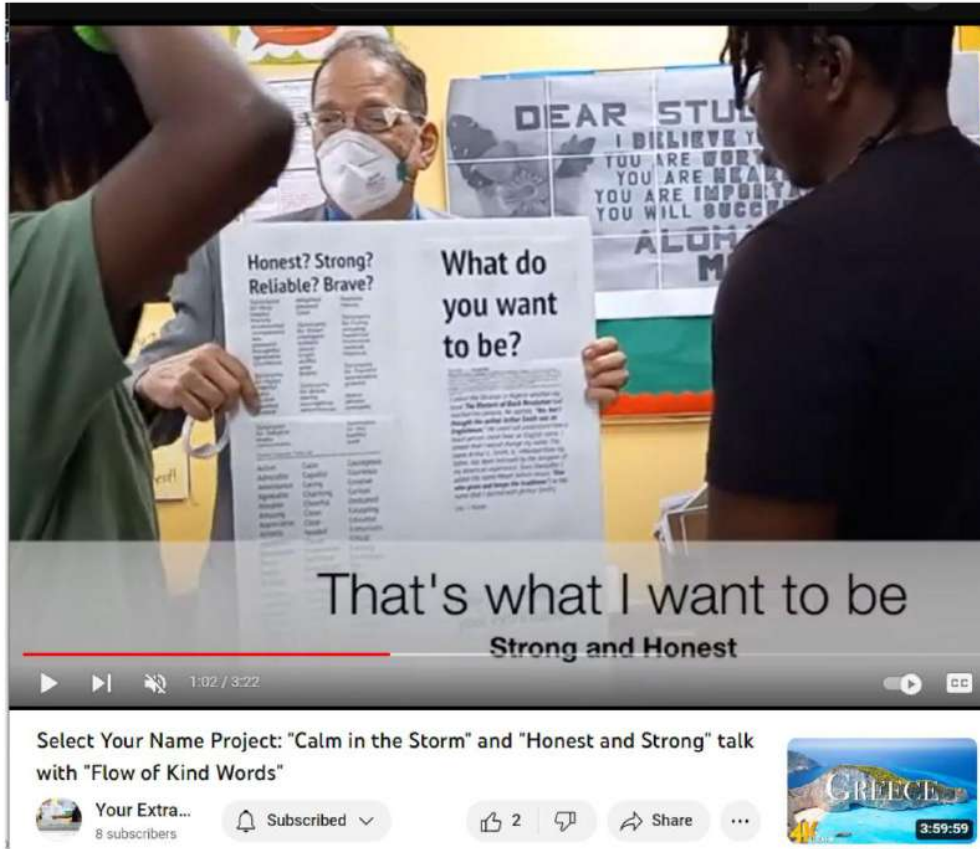


Search "Clint Smith Black American History" or click on this QR code



Canva: readyforcovid20

Select an extra name

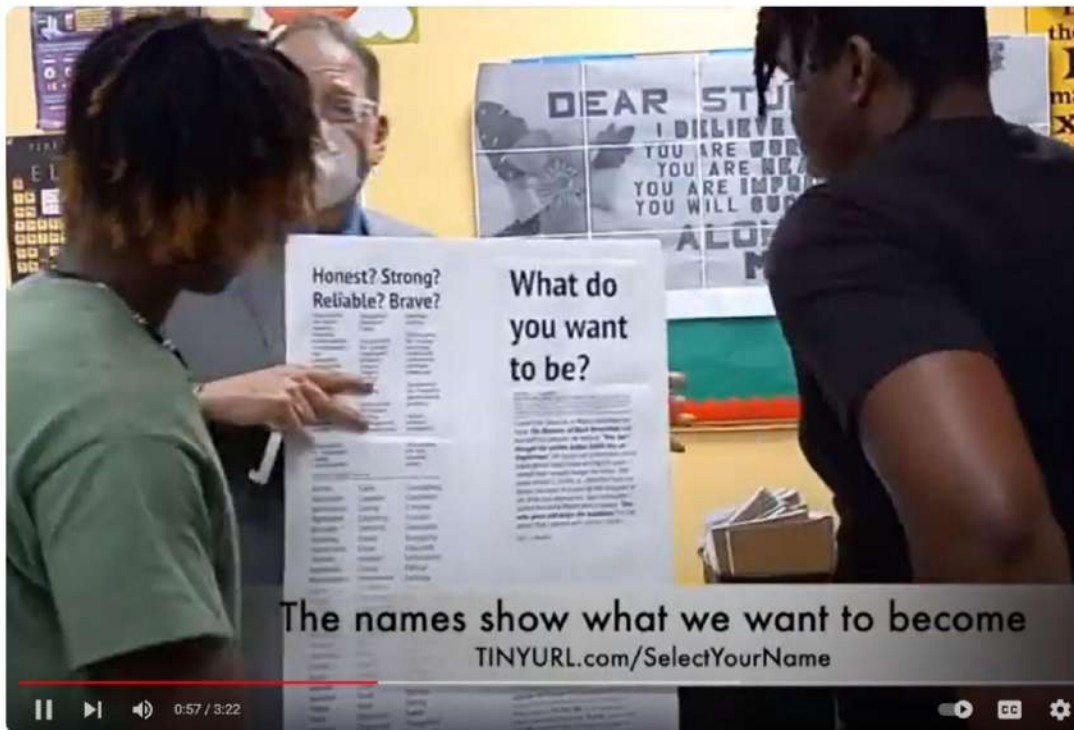


Why did
Malcolm
call himself
“X”?

[TINYURL.com/selectTwo](https://tinyurl.com/selectTwo)

rfc20

Select an extra name



Select Your Name Project: "Calm in the Storm" and "Honest and Strong" talk with "Flow of Kind Words"



Your Extra Name
8 subscribers

Subscribe

2



Share



Download



Stokely
Carmichael
changed
his name to
**Kwame
Ture**



TINYURL.com/selectTwo

rfc20

Why did Malcolm call himself “X”?

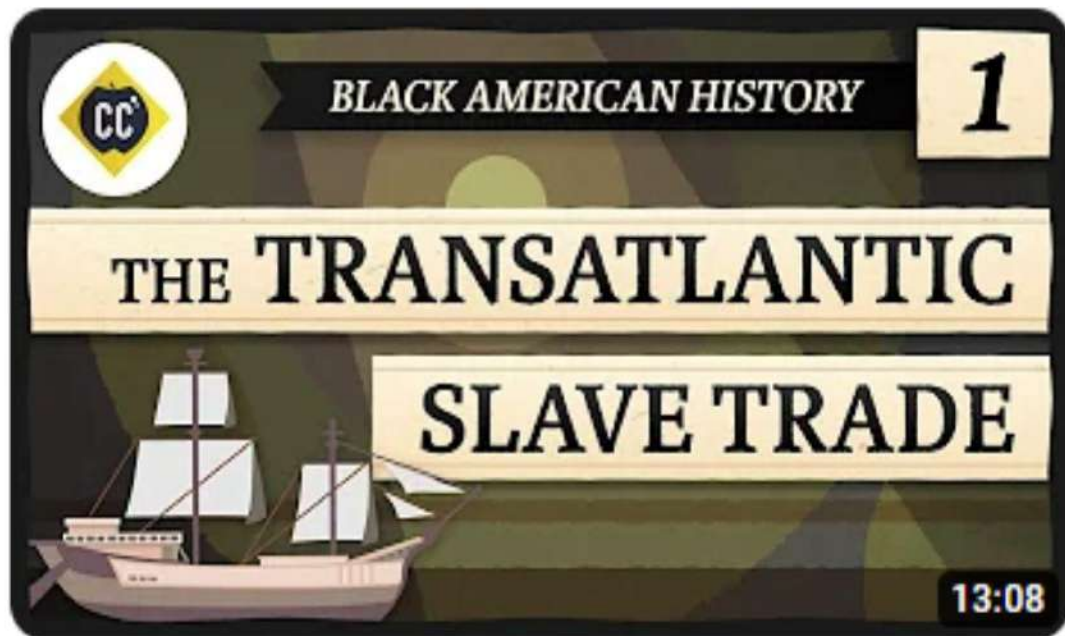


**The real names
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rfc20

Clint Smith delivers hidden history



Search "Clint
Smith Black
American
History" or click
on this QR code



Canva: readyforcovid20

Select Your African Name

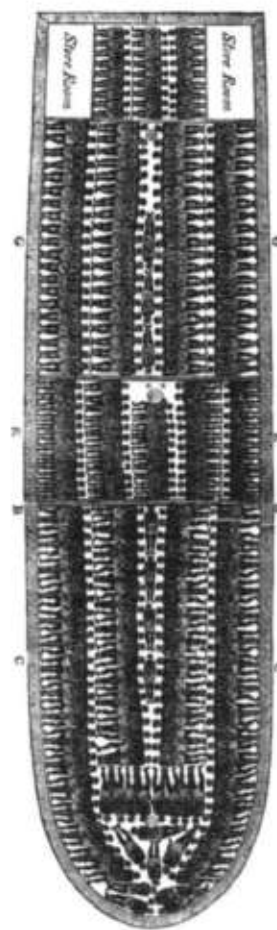
An Exhibition
about Forgotten
History

"Select Your African Name" Exhibit

Forgotten Names

The real names of our people were destroyed during slavery. **The last names of my forefathers were taken from them when they were brought to America** and made slaves, and then the name of the slave master was given, which we refuse. We reject that name today. I never acknowledge it whatsoever.

Malcolm X



1

"Select Your African Name" Exhibit

Forgotten Names

Enslaved people lost their African names. Slaves left Africa with surnames such as Diallo, Nwonko, Awolowo, Obenga, Nyang, Owusu, Asare, Kasavubu and Amachie. **Their African names were changed** to Smith, Williams, Hopkins, Johnson, Jackson, Jefferson, and Washington.



2

"Select Your African Name" Exhibit

Forgotten Names

Your first name could be changed from Toyin to Ted without your permission. African languages disappeared, too. Enslaved Africans were punished if they were caught speaking their own languages.

In a few generations, more than one hundred languages were taken from Africans who had come to the Americas.



3

"Select Your African Name" Exhibit

Forgotten Names

Most captured Africans had their names changed when they become slaves. They were referred to as “Mr. Smith’s Bob” or “Mr. Madison’s Betty.” After 1865, freedmen often had names that were connected to the enslaved status into which they had been born.



Image by Collectie Stichting Nationaal Museum
van Wereldculturen, CC BY-SA 3.0

4

"Select Your African Name" Exhibit

Forgotten Names

Many freed slaves chose the names of slaveholders or the names of famous whites. More African Americans than whites carry some of these surnames:

NAME	RANK AMONG ALL SURNAMES	FREQUENCY	OCCURENCES PER 100,000 PEOPLE	PERCENT IN THIS GROUP
------	----------------------------------	-----------	-------------------------------------	-----------------------------

NON-HISPANIC BLACK OR AFRICAN AMERICAN ALONE

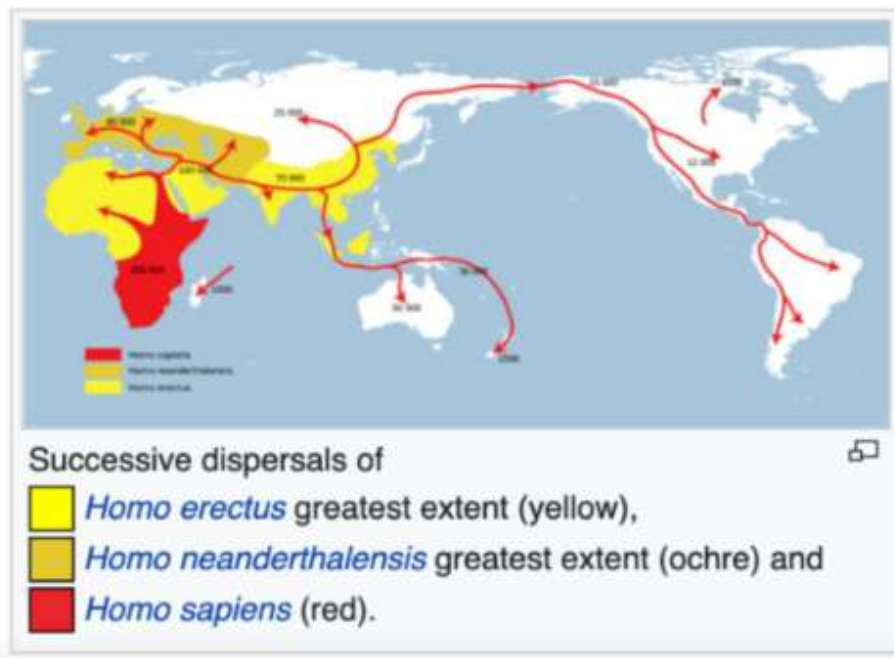
WASHINGTON	145	177,386	60.1	87.5
JEFFERSON	615	55,179	18.7	74.2
BOOKER	941	36,840	12.5	65.2
BANKS	292	105,833	35.9	54.5
JOSEPH	313	100,959	34.2	54.2
MOSLEY	730	47,963	16.3	53.2
JACKSON	19	708,099	240.1	53.0
CHARLES	548	61,211	20.8	53.0
DORSEY	793	43,631	14.8	52.2
RIVERS	897	38,662	13.1	50.9

5

"Select Your African Name" Exhibit

SELECT AN AFRICAN NAME

Our common ancestors left Africa about 75,000 years ago and spread around the world, so...



...we are all Africans.

6

"Select Your African Name" Exhibit

SELECT AN AFRICAN NAME

You don't have to be
a descendant of
enslaved people to
select an African name.

You don't have to
legally change your
name to claim your
heritage.

7

"Select Your African Name" Exhibit

SELECT AN AFRICAN NAME

Researchers who ran the Human Genome Project in April 2003, confirmed that **the 3 billion base pairs of genetic letters in humans are 99.9 percent identical in every person.**

**The is one race:
The human race.**

8

"Select Your African Name" Exhibit

Do what
Frizzell Gray,
Arthur Smith,
Ibram Rogers,
Ronald Everett, Cassius
Clay, Malcolm Little and
Stokely Carmichael
did...

They all

SELECTED AN AFRICAN NAME

9

"Select Your African Name" Exhibit

SELECT AN AFRICAN NAME

Frizzell Gerald Gray
selected the name Kweisi
Mfume. In 2022, he was
serving as the
representative of
Maryland's 7th
Congressional district.



Kweisi Mfume
with the
president of
South Africa

10

"Select Your African Name" Exhibit

SELECT AN AFRICAN NAME

Stokely Carmichael changed his name to Kwame Ture. His new name honored Kwame Nkrumah (Ghana) and Sékou Touré (Guinea). Kwame means "born on a Saturday" and Ture means "elephant" in Soninké, the language of the Ghana Empire.



11

"Select Your African Name" Exhibit

SELECT AN AFRICAN NAME

The name Arthur L. Smith has been betrayed by the dungeon of my American experience. I added the name Molefi (which means **"One who gives and keeps the traditions"**) to the name that I received at birth.



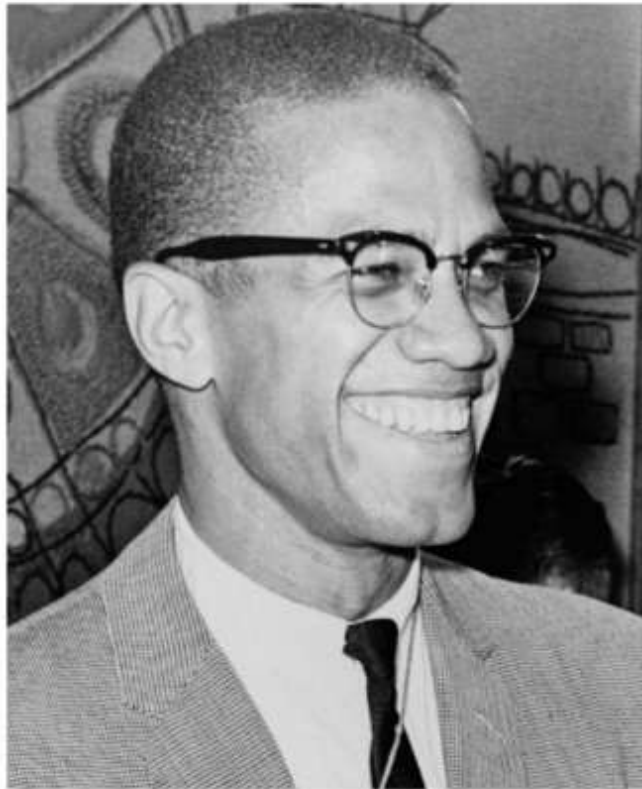
Molefi Kete
Asante
Professor at
Temple
University

12

"Select Your African Name" Exhibit

SELECT AN AFRICAN NAME

Malcolm X
selected
Malik el-
Shabazz
("king" and
"royal
falcon").



13

"Select Your African Name" Exhibit

SELECT AN AFRICAN NAME

Ronald McKinley Everett
(founder of Kwanzaa)
changed his “European”
name to Maulana Karenga,
which means “master
teacher” and “keeper of the
tradition.”



14

"Select Your African Name" Exhibit

SELECT AN AFRICAN NAME

Ibram Henry Rogers chose Kendi ("the loved one" in the language of the Meru people of Kenya). He changed his middle name to Xolani, a Xhosa and Zulu word for "peace."



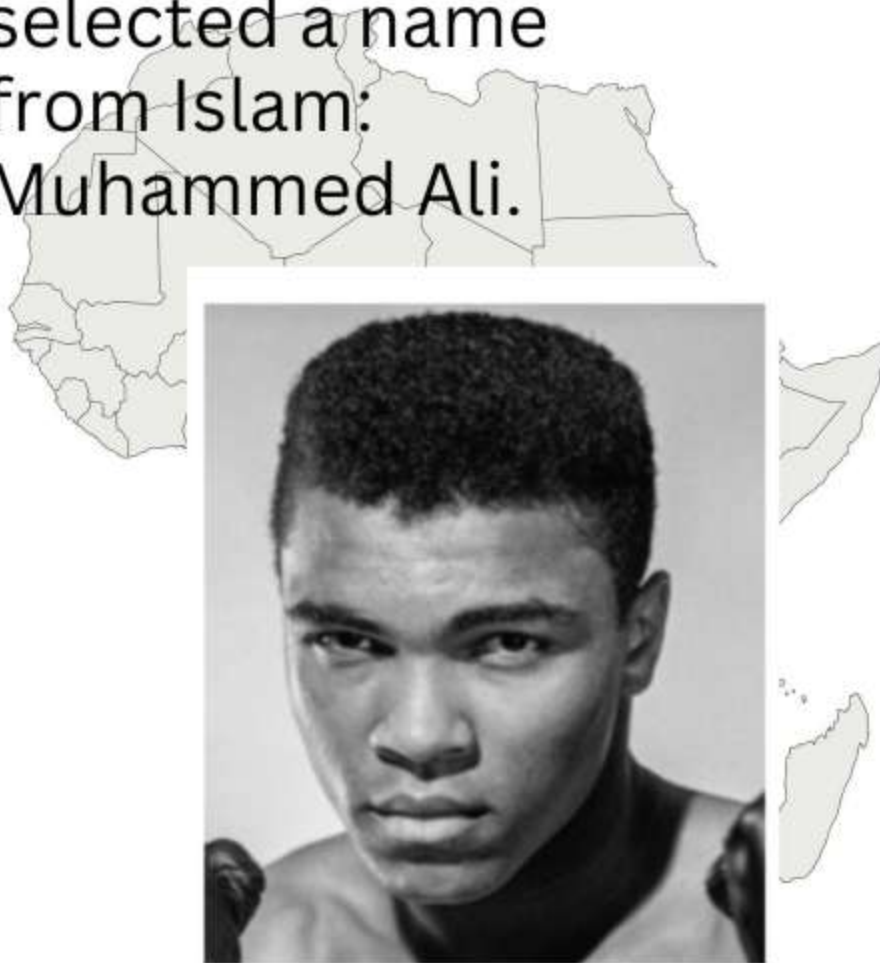
By Larry D. Moore, CC BY-SA 4.0,
<https://commons.wikimedia.org>

15

"Select Your African Name" Exhibit

SELECT AN AFRICAN NAME

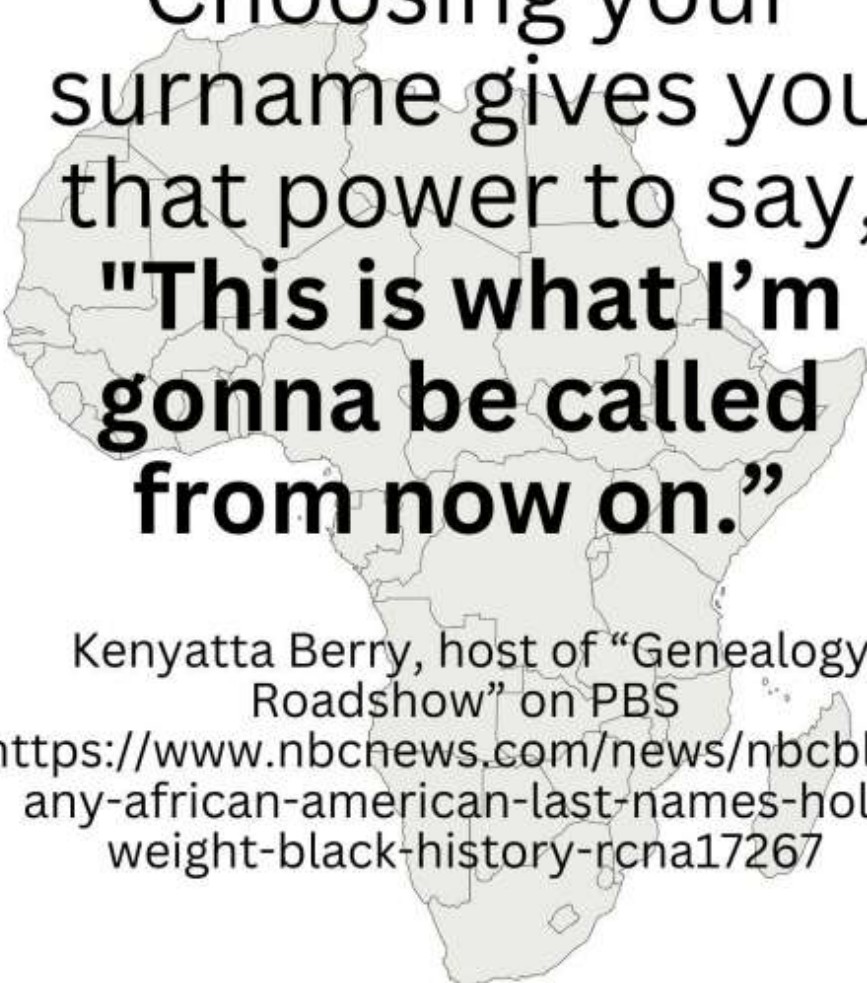
Cassius Clay
selected a name
from Islam:
Muhammed Ali.



16

"Select Your African Name" Exhibit

YOUR TURN



Choosing your
surname gives you
that power to say,
**"This is what I'm
gonna be called
from now on."**

Kenyatta Berry, host of "Genealogy
Roadshow" on PBS
[https://www.nbcnews.com/news/nbcblk/m-
any-african-american-last-names-hold-
weight-black-history-rcna17267](https://www.nbcnews.com/news/nbcblk/m-
any-african-american-last-names-hold-
weight-black-history-rcna17267)

17

"Select Your African Name" Exhibit

YOUR TURN

Select two words to describe yourself and then look up a translation of those two words

	Swahili	Sotho	Yoruba
Kind	<i>Aina</i>	<i>Mosa</i>	<i>Iru</i>
Strong	<i>Nguvu</i>	<i>Matla</i>	<i>Lagbara</i>
Honest	<i>Mwaminifu</i>	<i>Tspahalang</i>	<i>Ooto</i>
Thank you	<i>Asante</i>	<i>Kea Leboha</i>	<i>e Dupe</i>
Brave	<i>Jasiri</i>	<i>Sebete</i>	<i>Akoni</i>
Deep	<i>Kina</i>	<i>Tebileng</i>	<i>Jin</i>
Helpful	<i>Kusaidia</i>	<i>Thusa</i>	<i>Wulo</i>
Gentle	<i>Mpole</i>	<i>Bonolo</i>	<i>Onirele</i>
Joyful	<i>Furaha</i>	<i>E thabileng</i>	<i>Idunnu</i>
Friendly	<i>Kirafiki</i>	<i>Motsoalle</i>	<i>Ore</i>
Positive	<i>Chanya</i>	<i>E ntle</i>	<i>Rere</i>
Trustworthy	<i>Kuaminika</i>	<i>Botshepehi</i>	<i>Gbẹkẹle</i>
Wise	<i>Hekima</i>	<i>Bohlale</i>	<i>Ogbon</i>
Patient	<i>Mgonjwa</i>	<i>Mamello</i>	<i>Alaisan</i>
Hardworking	<i>Mchapakazi</i>	<i>Khothetse</i>	<i>Alāpọn</i>
Calm	<i>Utulivu</i>	<i>Khutsa</i>	<i>Tunu</i>
Caring	<i>Kujali</i>	<i>Ho tsotella</i>	<i>Abojuto</i>

18

"Select Your African Name" Exhibit

MORE WORDS

Select two words to describe
yourself and then look up a
translation of those two words

Synonyms for Happy

cheerful
joyful
excited
satisfied
content
delighted
pleased
Glad

Synonyms for Nice

helpful
friendly
kind hearted
compassionate
pleasant
thoughtful
agreeable

daring
courageous
adventurous
fearless
heroic

Synonyms for Funny

amusing
hysterical

Synonyms for Smart

intelligent
brilliant
clever
bright
skillful
wise
brainy

energetic

Synonyms for Talkative

chatty
communicative

Synonyms for Shy

bashful
quiet

humorous
comical
hilarious

Synonyms for Thankful

appreciative
grateful

19

"Select Your African Name" Exhibit

**"Give children
meaningful
names that
reflect their
ancestors."**

Dr. Molefi Asante



Arthur
Lee
Smith



*What is the
connection
of Africa?*

Molefi (Sesotho)

Asante (Twi)

**"The one
who gives
and keeps
the
traditions"**

"Warrior"



THANK YOU FOR VISITING

What is next?

You can download the ebook

tinyURL.com/SelectYourName30



Please share this
free ebook with a
teacher. Students
can select an
African name.

20

"Select Your African Name" Exhibit

How names are sometimes given among Native Americans

Native American children are given names that suit their personalities. If a name is given and proves to be a bad fit, the child's name is changed. At adolescence, the given name may be changed again. As the adult progresses through life, new names can be awarded. Family and society award the new names, which provide the individual with a strong social bond to community as well as family. ***This naming tradition helps to motivate the individual to grow throughout life.***

A Native American name can reflect your personality, what you accomplish, or what happens to you.

The name Dancing Wind sounds beautiful to our ears, but Native Americans know that the dancing wind

is an image for the tornado. This name warns of a volatile, angry disposition. It serves as a warning to others as well as an incentive to Dancing Wind to earn a new name. The name Bear is a common name like John. If the name is changed to Wounded Bear, society knows the individual is suffering and needs special care. If an individual accomplishes great things, a new name like "Eagle Eye" may be given to recognize the individual's clear-sighted perception as well as a special connection between heaven and earth, i.e., with the spiritual world. **The Native American naming tradition inspires the individual to strive to be better, to heal, and to evolve.** The bond between society and the individual is very personal.

<https://www.psychologytoday.com/us/blog/whats-in-name/201501/the-multifaceted-native-american-naming-tradition-0>

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